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ABSTRACT

A study was conducted to determine how prepared secondary school home economics teachers in Wisconsin are to deal with various clothing and textile orientations. A mail survey containing a list of 99 clothing and textile concepts was sent to a random sample of 250 teachers. Preparation level responses ranging from exceptional to very poor were ranked on a Likert-type scale. Analysis of variance and Newman-Kuels multiple comparison tests were used to test the hypotheses that no significant differences existed in estimate of preparation level due to (1) highest degree earned, (2) years of teaching experience, (3) type of school, and (4) size of school. No estimates of preparation level fell in the exceptional or very poor range. Groups of concepts that were rated the highest were "selection, use, and care of construction tools, equipment, and supplies"; "industrial/occupational training" and "careers and vocational opportunities" received the lowest group means. There were only small significant differences or no significant differences due to highest degree earned, years of teaching, and type or size of school. Years of experience had a somewhat greater effect on the estimate of preparation level than on the other three variables. (Appendixes include the questionnaire and 24 data tables.) (YLB)

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PREPARATION OF SECONDARY SCHOOL TEACHERS OF HOME ECONOMICS IN CLOTHING AND TEXTILE CONCEPTS

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Chapter I

PROBLEM

The main purpose of this study was to determine how prepared secondary school home economics teachers in Wisconsin are to deal with various clothing and textile orientations. Another purpose was to measure any differences in estimates of preparation level to determine the effect of the highest degree earned, years of experience, type of school, and size of school.

Review of Concerns in Clothing and Textile Orientations in Secondary School Home Economics Programs

As professionals, home economists are required to think ahead. Many would argue that they are future oriented when they cope by trying to improve present skills and do what they are already doing better. Futurists, however, call this "yesterday" thinking.

To help think more effectively about the future, formulation of scenarios is frequently employed. In one scenario, the future is an extension of current technology and affluence which includes the "electronic cottage"[1] concept. Home economists would become consultants who provide practical assistance to families and individuals in evaluating choices, clarifying values, and adapting to change.

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[1]Alvin Toffler, The Third Wave (New York: William Morrow and Co.), 1980, and Joseph Deken, The Electronic Cottage (New York: William Morrow and Co.), 1982.

In another scenario, as reviewed by Carter Henderson[2], the future will be a reaction against high technology and large segments will simplify their lifestyles and limit consumption. Americans would become a nation of do-it-yourselfers. Home centered production would provide most of the food and clothing. In this scenario, the home economist could go back to the basics of teaching how-to-do skills or they could help families regain control over their physical, social, and economic environments while they move toward a sustainable society; able to handle high tech with high touch.

Whether one envisions a future of more of the same, one with more technology, or one with less technology, all of these futures are not only possible, they are probable because society will not have a single future.[3] Since there are many possible futures, we need to think about a whole new paradigm for home economics. According to Horn and East[4], this includes: curriculum changes to prepare the next generation, redefinition of programs, a reinforcing of research, new service areas, and professional requirements.

One of the traditional curricular areas of home economics, clothing and textiles, is facing a period of decline at the secondary school level. The Wisconsin Department of Public Instruction's home economics consultant, and numerous teachers and consultants have all reported a decline in enrollment in the clothing area. At the same time that enrollments in

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[2]Carter Henderson, "Exploring the Future of Home Economics," Journal of Home Economics, 72:23-26, Fall 1980.

[3]Geoffrey Fletcher, "Key Concepts in the Future Perspective," World Future Society Bulletin, 8:25-32, January-February 1979.

[4]Marilyn Horn and Marjorie East, "Hindsight and Foresight: Basis for Stereotype," Journal of Home Economics, 74:10-17, Winter 1982.

clothing and textiles is declining, there are increased numbers of male students at middle and junior high levels, as well as inclusion of handicapped and special needs learners. This strongly suggests that clothing and textiles programs need to be directed toward more contemporary orientations responsive to changing societal conditions and needs.

Rollins[5] laid much of the blame for present problems in high school home economics programs at the door of the college curricula. She said home economics education majors usually graduate with one basic course in clothing construction and one in textiles. She stated that as a result, teachers are not prepared to do an exemplary job in this area, much less improve the quality of life through wiser consumption of clothing and textiles. Rollins proposed that clothing construction be eliminated from the curriculum since employed mothers have little time to sew.

Instrumental values are often cited for including or excluding certain portions of the clothing and textiles curriculum. It is argued that clothing is essential for protection from the elements, for modesty and decency, and beyond these basic needs, not necessary for survival. During a period of increased concern for health, fuel shortages, and economic stress, clothing is seen as less vital than shelter, therefore less critical to the total curriculum. Also, economic values and clothing maintenance are often the only basis for decision making in courses dealing with consumption of clothing. Social/psychological aspects, self-expression, and aesthetic considerations have all too often come off as poor seconds.

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[5]Judy Rollins, "Secondary Home Economics Curricula Perpetuate a Stereotype," Journal of Home Economics, 73:24-26, Spring 1982.

How we are clothed is not a trivial matter, according to Margerum.[6] Families try to protect other family members by dressing them appropriately to gain status, recognition, and acceptance in society. She also pointed out the old adage that "variety is the spice of life" and is as legitimate as the desire to survive. Aesthetic stimulation through clothing and fashion should be seen as a positive value. She concluded that consumer education needs to provide for the study of social/psychological values and goals in relation to clothing, economics, and resources, along with physical factors.

A commentary called "Human Needs in Poverty: Life at Under $3,000 a Year"[7] presents an illustration of the importance of clothing. In a one-to-one interview with Mississippi River Delta mothers, they revealed the poignant meaning of clothing for people on low incomes. When asked, "What do you consider the most urgent need of your family — food, shelter, or clothing?", "clothing" was the most frequent response. While these poor families could get food stamps to fend off starvation, there were no clothing stamps. The children were kept home from school if they had no shoes or other suitable clothes.

Naisbitt[8] in Megatrends sees a trend toward "high touch" as a reaction to high tech. He stated that aesthetics and the arts will become

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[6]B. J. Margerum, "The Clothing Scene — A Teaching Guide," Journal of Home Economics, 73:45-47, Spring 1981.

[7]B. G. Murphy, "Human Needs in Poverty: Life at Under $3,000 a Year," Journal of Home Economics, 70:2, January 1978.

[8]John Naisbitt, Megatrends: Ten New Directions Transforming Our Lives (New York: Random House), 1981.

much more important to people in a bottom-up society. Yankelovich[9] in New Rules reported that people are switching from instrumental values to aesthetic/expressive values, and he believes that the arts are going to become much more important in people's lives. Burgard[10], Dean of American Cultural Policy Makers, said that the "arts aren't just entertainment. They are essential for survival and provide a sense of self-esteem and personal worth — and vitally connect us to the community in which we live," thus affirming the importance of art and aesthetics in people's lives.

In her book, Educating for the Future in Family Life, Simpson[11] subsumes much of clothing and textile selection under consumer education. She pointed out that social/psychological aspects of dress need to be given attention along with economic factors. She also recommended that: students be made aware of energy considerations; textile arts should be introduced at an awareness level due to the resurgence in weaving, printing, and other surface design techniques; home furnishings textiles should be included because it will be the largest textile market by the year 2000; and sewing and garment construction skills should properly be included in wage-earning programs rather than in consumer and homemaking programs. She believes sewing skills are far less important to the quality of life than human relations, parenting, consumer choice, and management of resources.

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[9]Daniel Yankelovich, New Rules: Searching for Values in a World Turned Upside Down (New York: Random House), 1981.

[10]Ralph Burgard, Tarrytown Newsletter, May 1983.

[11]Elizabeth Simpson, Educating for the Future in Family Life (Columbus, Ohio: Center for Research in Vocational Education), 1981.

East[12] also argued the case against the teaching of clothing construction in the secondary school curriculum as forcefully as she could. She reported that while there are many home economists who disagree sharply, a counter argument has not been found in print. In a similar vane, Green[13] said that unless we "cut out the trivia and the irrelevant" and unless we "stop making pinecone wreaths, sock monkeys, and chocolate chip cookies, both literally and figuratively, at the expense of knowledge most worth having, we will not survive."

MacCleave-Frazier and Murray[14] found that clothing programs seldom reflect a primary concern for the family or for the family's position in society. Instead, they tend to be commodity and/or individually oriented. They also found that middle and secondary schools are still offering traditional clothing courses with an inordinate amount of time devoted to clothing construction.

To get at the problem of what kind of orientations should be in the clothing and textiles area, Horn[15] said there are many new ones that could be developed. She listed clothing for the handicapped and other people with special needs; fashion analysis, in terms of helping people see their own behavior as contributing to mass conformity rather than in terms of predicting style trends for industry; the role clothing plays

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[12]Marjorie East, Home Economics: Past, Present and Future (Boston: Allyn and Bacon), 1980.

[13]Kinsey Green, "Against the Current," Journal of Home Economics, 73:14-16, Fall 1981.

[14]Anne MacCleave-Frazier and Eloise Murray, "Reconceptualizing the Teaching of Clothing in Consumer and Homemaking Programs: Implications for Teacher Preparation," University Park, PA: Pennsylvania State University, September 1983.

[15]Marilyn Horn, "Home Economics: A Recitation of Definition," Journal of Home Economics, 73:19-23, Spring 1981.

in the development of self-concept; its function as a facilitator of social interaction; and the economics of clothing in the whole production/consumption cycle.

The special group assigned to study Family Clothing and Textiles[16] during the Wisconsin Department of Public Instruction's analysis of subject matter, defined family clothing and textiles as a means to fulfill individual physical, social, and psychological functions as a reflection of the political and cultural millieu. Basic conceptual areas related to this definition were: 1) relationship of physical, social/psychological, and cultural meaning of clothing to family; 2) relationship between societal systems (i.e., business/industry, government, socio-cultural) on clothing and textile availability and family choices; and 3) relationship between socio-technological changes to the meaning of clothing construction and family.

Analysis of these commentaries on clothing and textiles has revealed a lack of consensus concerning areas of emphasis or orientations being suggested for the future. Since change will characterize society in the present and foreseeable future, it is imperative that secondary teachers, supervisors, and those responsible for higher education curricula be aware of various orientations and other new ones that may evolve. Of particular importance will be the study of the aesthetic/expressive values, as well as the instrumental values. Another will be the ability to deal with the relationship of clothing to the larger society and see its various interactions and influences. These new orientations or contextual

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[16] Jeanette Daines, Interim Report: Development of Conceptual Structures for the Home Economics Major — Phase II (Madison, WI: Department of Public Instruction), January 1981.

framework will require a broad understanding of clothing and textiles, as well as many other disciplines.

Chapter II

METHOD OF PROCEDURE

Development of Instrument

The instrument used in this study was a mail survey questionnaire containing a list of 107 clothing and textile concepts. A five-point Likert-type scale with definitions enabled respondents to estimate their preparation level for teaching each concept. The development of the questionnaire necessitated the identification of a list of concepts and organizing them under various orientations. A review of literature in the clothing and textiles area and curriculum guides from several states provided a basis for the concepts listed. The orientations under which the competencies were organized were:

1. Assessing unique clothing needs and wants of the individual and family member.
2. Selecting clothing and textiles in terms of physical, psychological, and economic factors.
3. Acquisition, use, and care of clothing and textile products.
4. Creative expression through awareness of fiber and textile arts.
5. Useful knowledge related to design, alteration, and construction of clothing.
6. Careers or vocational opportunities in clothing and textiles.
7. Other knowledge and skills.

The list of concepts with various response scales was then presented to a jury of leaders in secondary school home economics education

and clothing and textile specialists for evaluation. The list of jurists are in Appendix A. The jurists did not suggest altering the list of concepts, but did make numerous suggestions regarding the response scales. As a result of recommendations by jurists, only one response scale was used, and it was directed toward the preparation level.

The 107 concepts, Appendix B, were grouped on the questionnaire by orientation. Instructions to respondents directed them to respond by indicating their level of preparation. The five levels were:

1. Very poor — need extensive additional preparation to teach (courses and self-study needed).

2.

3. Adequate — meet minimum requirements for teaching the concept or relationship.

4.

5. Exceptional — no additional preparation needed to teach (no coursework or self-study needed).

In addition to the responses for preparation level, demographic data was requested: type of school, highest degree, minors and majors, years of teaching experience, location of school, size of school, professional association memberships, and interest in seminars or workshops that deal with new orientations to teaching clothing and textiles. Each response was number coded to facilitate transfer to computer cards for statistical analysis.

To test the instrument, seniors in a home economics curriculum course at the University of Wisconsin-Stout were requested to complete the questionnaire and note any difficulties they encountered and to record the time required to complete the questionnaire. Four students

completed and returned the instrument. They did not have problems with the concept list, but were confused by the preparation levels because they had not done any teaching at that point of their education. Two instructors were asked to complete the questionnaire to check the preparation level responses. The final questionnaire, Clothing and Textile Teacher Preparation Survey, used in this study is in Appendix C.

Selection of Sample

Respondents were selected to represent home economics teachers from middle, junior, and senior high schools in Wisconsin. A mailing list of 1,174 names of home economics teachers in the state of Wisconsin was purchased from the Wisconsin Department of Public Instruction. Each address on the mailing list was numbered consecutively. To assure an adequate number of responses for planned statistical analysis, 250 names were randomly selected from the list by using Fisher and Yates[1] Table of Random Numbers.

Collection of Data

Data were collected by mailing the questionnaire, a pre-addressed reply envelope, and a cover letter, Appendix D, to each home economics teacher selected for the sample. The questionnaires were all numerically coded to identify respondents for follow-up mailings. The initial mailing was sent on January 3, 1983, with a request to respond by January 20, 1983. After February 7, 1983, a follow-up letter with a second copy of the

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[1]Sir Ronald A. Fisher and Frank Yates, Statistical Tables for Biological, Agricultural, and Medical Research, 6th edition (London: Oliver and Boyd Ltd., Publishers), 1963.

questionnaire was sent. A cut-off date for return was set at March 15, 1983.

One hundred and seventy four questionnaires were returned, and of these, 156 or 70 percent were usable. Eleven were returned because the teacher did not teach clothing and textile concepts or was no longer teaching home economics. Four questionnaires could not be used because a page or more was not completed. Three teachers returned the questionnaires, but did not wish to respond.

Statistical Procedures

The data generated by the survey was analyzed by the following statistical procedures: 1) The responses to each survey were analyzed to determine the frequency counts, percent of response of each preparation level, the mean, and the standard deviation for each item on the instrument; and 2) To test the major hypotheses of the study which deal with differences in estimates of preparation level between respondents for each concept, one-way analysis of variance was used. The specific hypotheses, states in null form were:

1. There is no significant difference in estimate of preparation level due to highest degree earned.

2. There is no significant difference in estimate of preparation level due to years of teaching experience.

3. There is no significant difference in estimate of preparation level due to type of school.

4. There is no significant difference in estimate of preparation level due to size of school.

The test statistic used to analyze contrasts between mean scores for each concept was the F statistic. The .05 level of significance was selected as the basis for acceptance or rejection of the null hypotheses and the .01 level was noted. Also, significance levels between .05 and .10 were noted to identify trends. The Newman-Kuels Multiple Comparison Test was used on any significant results.

Means for preparation levels were computed by assigning a weight of 5 to "exceptional", 4 to "very good", 3 to "adequate", 2 to "poor", and 1 to "very poor". Using the overall mean scores in preparation level, concepts were placed in rank order from 1-99 with the 1 indicating highest preparation level listed first. Concepts numbered 9, 21, 34, 44, 65, 71, 95, and 103 were omitted from the ranking because each represented an opportunity for respondents to add "other" concepts.

Chapter III

FINDINGS AND DISCUSSION

The data from this study are presented in five sections: (1) composition of respondent sample; (2) concept preparation level mean scores and ranks; (3) testing hypotheses for differences in estimate of preparation level due to highest degree, teaching experience, type of school, and size of school; (4) new orientations and interest in in-services; and (5) discussion and implications.

Composition of Respondent Sample

Type of School

A total of 156 home economics teachers from Wisconsin secondary schools responded to the "Clothing and Textile Teacher Preparation Survey". The largest group, 51 or 32.69 percent, indicated that they taught in a four-year high school with grades 9 through 12. Twenty-eight, 17.95 percent, taught in a senior high composed of grades 10 through 12, and twenty-two or 14 percent taught in a combination junior and senior high school composed of grades 7 through 12. Twenty-six or almost 17 percent were teachers in middle schools composed of grades 5 through 8. One respondent did not indicate grade level, and four responded to "other" usually indicating that they were not presently teaching clothing and textiles. Data is shown in Table 1.

Table 1

Distribution and Percentage of Respondents
by Type of School

Item 108 -- Type of School	Respondents	
	n	%
Middle School (5-6-7-8)	26	16.667
Junior High School (7-8-9)	22	14.103
Senior High School (10-11-12)	28	17.949
Junior/Senior High School (7-8-9-10-11-12)	24	15.385
High School (9-10-11-12)	51	32.692
Other	4	2.564
No Response	1	.641

Highest Degree Earned

As illustrated in Table 2, the highest degree earned by most of the teachers was a backelor's degree, 37.18 percent. A close second was the bachelor's degree plus 15 credits with 33.97 percent of the respondents. Almost 20 percent had master's degrees and only 8 percent had 15 or more credits beyond the master's.

Years of Teaching Experience

Teachers with 11 or more years of experience composed the largest group, with over 42 percent of the total. The number of teachers with 2-5 and 6-10 years was the same for each group, 38 respondents or 24.36 percent, as shown in Table 3. Seven respondents (4.49 percent) were found in the 1 year of experience group, as well as in the less than 1 year of experience group.

Table 2

Distribution and Percentage of Respondents by Highest Degree

Item 109 -- Highest Degree	Respondents	
	n	%
Bachelor's Degree	58	37.179
Bachelor's Degree plus 15 Credits	53	33.974
Master's Degree	31	19.872
Master's Degree plus 15 Credits	13	8.333
Doctor's Degree	1	.641

Table 3

Distribution and Percentage of Respondents by Years of Teaching Experience

Item 113 -- Teaching Experience	Respondents	
	n	%
Less than one year	7	4.487
1 year	7	4.487
2-5 years	38	24.359
6-10 years	38	24.359
11 or more years	66	42.308

Location of School

As shown in Table 4, just over 38 percent, which was the largest group, were teaching in small communities of 25,000 or less. The next largest group, almost 20 percent, came from farm communities; however, teachers from cities of a population over 25,000 but under

100,000 were a close third. The smallest group of teachers taught in communities regarded as rural, non-farm.

Table 4

Distribution and Percentage of Respondents by Location of School

Item 114 -- Location of School	Respondents	
	n	%
Farm	31	19.872
Rural, non-farm	17	10.897
Small community (25,000 or less)	60	38.462
City (over 25,000)	28	17.949
Big city (over 100,000)	20	12.821

Membership in Professional Associations

Only one out of three of the teachers indicated they were members of the American Home Economics Association (AHEA) and the Wisconsin Home Economics Association (WHEA). Almost 10 percent are members of the Wisconsin Home Economics Elementary and Secondary Educators (WHEESE) and 23 percent belong to the National Education Association-Home Economics (NEA-HE). A few respondents were members of the American Vocational Association (AVA) and the Wisconsin Association of Vocational Educators (WAVAE) and other groups specified. Data on professional association membership is shown in Table 5.

Size of School

The respondent population was almost equally divided between teachers who came from schools of less than 600, 46.795 percent, and

teachers who came from schools over 600, 44.872 percent. Only 8 or 5.128 percent came from schools over 2,000. Five teachers did not designate their school size. Table 6 presents the data on size of school.

Table 5

Distribution and Percentage of Teachers with Membership in Professional Organizations

Item 115 -- Professional Membership	Yes		No	
	n	%	n	%
AHEA, WHEA	52	33.333	104	66.667
WHEESE	15	9.615	141	90.385
AVA	2	1.282	154	98.718
WAVAE	4	2.564	152	97.436
NEA-Home Economics	36	23.077	120	76.923
Other	12	7.692	144	92.308

Table 6

Distribution and Percentage of Respondents by School Enrollment

Item 116 -- School Enrollment	Respondents	
	n	%
600 or less	73	46.795
601 to 1999	70	44.872
2000 or more	8	5.128
No response	5	3.205

Minors or Concentrations

Ninety-eight or 62.820 percent of the respondents indicated that they completed a concentration or minor along with their undergraduate home economics education major. The family life and child development concentration was listed most frequently. Other popular concentrations were clothing and textiles, and food and nutrition. English and language was the most frequent single minor. Fifteen respondents took a combination of minors which was usually English with science, social studies, or speech. General science was the second highest minor, with sociology a close third. Therefore, English, science, and social studies were the most commonly completed minors. See Table 7 for a complete listing of undergraduate concentrations and minors.

Graduate Majors

Almost 65 percent of the home economics teachers with a master's degree completed it in home economics education. Only seven graduate majors were in home economics subject areas with three in clothing and textiles, and one each in family relations, family economics, child development, and food and nutrition (see Table 8). University of Wisconsin System schools were selected by 76 percent of the teachers, with Stout being selected most frequently, 35 percent. About one in five, 19.048 percent, received their degrees from out of state schools (see Table 9).

Table 7

Undergraduate Concentrations and Minors Completed with Home Economics Education Major

Concentration n=37	n	Percentage
Avocational Interests	1	2.702
Clothing and Textiles	8	21.622
Extension and Community Service	1	2.702
Child Development and Family Life	12	32.432
Food and Nutrition	6	16.216
General Home Economics	1	2.702
Middle School	2	5.405
Special Fields	1	2.702
Combination	5	13.513
Total	37	100.086

Minors n=61	n	Percentage
English, Language	8	13.115
Science, General	6	9.836
Social Studies, Sociology	5	8.197
Combination	15	24.590
Art, Related Art	4	6.557
Health Education	4	6.557
Speech	3	4.918
Physical Education	2	4.918
Chemistry	2	3.279
Education	2	3.279
Biology	2	3.279
Business Education, Business Administration, Vocational Rehabilitation, Journalism, Coaching, History (1 each)	7	11.529
Total	61	100.054

Table 8

Graduate Majors Completed by Home Economics Teachers

Major	n	Percentage
Home Economics Education	27	64.286
Home Economics Subject Area	7	16.667
Non Home Economics Subject Area	5	11.905
Education Other Than Home Economics	3	7.143
Total	42	

Table 9

School Where Graduate Major Was Completed

School	n	Percentage
University of Wisconsin-Stout	15	35.714
University of Wisconsin-Stevens Point	8	19.048
University of Wisconsin-Madison	7	16.667
University of Wisconsin-Platteville	1	2.381
University of Wisconsin-Green Bay	1	2.381
Out of State: Drake, Iowa State, Ball State, Southern Illinois, Colorado State, Winona State, Florida State, Oregon State (one each)	8	19.048
Omit	2	
Total	42	

Concept Preparation Level Mean Scores and Ranks

Preparation level of all concepts and order of preparation level, based on data from all respondents is presented in this section. Rank accorded to each concept was based on means from preparation level ratings computed by assigning a weight of 5 to "exceptional", 4 to "very good", 3 to "adequate", 2 to "poor", and 1 to "very poor". Of the 99 concepts, for interpretation a mean of 4.21-5.0 was considered "exceptional", 3.41-4.2 was "very good", 2.61-3.4 was "adequate", 1.81-2.6 was "poor", and 1.0-1.8 was "very poor".

Of the 99 concepts, there were no mean ratings that were in the "exceptional" or "very poor" range. Twenty-one concepts had means in the "very good" range, and 23 concepts had means in the "poor" range, with the remaining 45 concepts rated as "adequate" in preparation level. Concepts in the "very good" range are reported in Table 10, and those in the "poor" range are listed in Table 11. A complete report of all concept frequency distributions, means, ranks, and standard deviations are shown in Table 20, Appendix B.

"Very Good" Preparation Level Concepts

The concept that rated the highest preparation level was number 79, "Basic Techniques of Garment Construction," indicating teachers felt most prepared to teach this concept. Of the 21 concepts in this group, all of the concepts under "tools, equipment, and supplies for construction, use and care of clothing" (57 through 60) and "use and care (wardrobe management)" (45 through 50) were rated "very good". Just a few concepts related to assessing needs and clothing selection: "assessing aesthetic preference" (8), "influence of peer group on selection" (16),

Table 10

Order of Concept Items Rated Very Good in Teacher Preparation

Rank	Item No.	Concept	Mean	Standard Deviation
1	79	Basic techniques of garment construction	4.026	1.025
2	58	Operation (tools, equipment, and supplies)	3.885	.869
3	81	Fabric and pattern compatability	3.838	.957
4.5	60	Safety (tools, equipment, and supplies)	3.832	.929
4.5	57	Selection (tools, equipment, and supplies)	3.832	.893
6	59	Care and cleaning (tools, equipment, and supplies)	3.763	.678
7	45	Relating color, style, fabric, personality, and use	3.756	.787
8	50	Use and care (ironing and pressing)	3.716	.907
9	80	Advanced techniques of garment construction	3.714	1.091
10	46	Effect of fabric structure and finishes on use and care	3.706	.855
11	83	Occupational (wardrobe management)	3.701	.913
12	47	Use and care (laundering)	3.594	.907
13	43	Acquisition (purchasing)	3.548	.889
14	89	Occupational (Care and maintenance of sewing equipment)	3.542	1.103
15	16	Selection (influence of peer group)	3.526	.791
16	48	Use and care (laundry products)	3.513	.957
17	49	Use and care (spot and stain removal)	3.500	.971
18	19	Relationship of clothing to self concept	3.471	.814
19	82	Tailoring	3.451	1.126
20	104	Methods of teaching clothing and textiles	3.439	.916
21	8	Assessing needs and wants (aesthetics)	3.421	.823

Table 11

Order of Concept Items Rated Poor in Teacher Preparation

Rank	Item No.	Concept	Mean	Standard Deviation
77	36	Acquisition (consumption patterns)	2.600	.913
78	23	Effect of technological developments on design, fit, and availability	2.594	.817
79	26	Effect of legislation on availability and safety	2.539	.854
80	22	Influence of families on industrial production	2.506	.792
81	37	Effect of technological developments on fabriciation acquisition	2.458	.824
82	76	Designing patterns for unusual body configurations, occupational and recreational needs	2.410	1.043
83	102	Avocational interests	2.397	.955
84	85	Occupational (flat pattern making)	2.338	1.213
85	66	Fiber and textile arts--weaving	2.299	1.152
86	84	Occupational (patternmaking--drafting)	2.273	1.186
87	38	Labeling and flammability legislation	2.232	.841
88	67	Fiber and textile arts--printing	2.214	1.075
89	86	Occupational (patternmaking--draping)	2.184	1.149
90	97	Careers (training in sales)	2.168	.929
91	101	Careers (training as wardrobe consultant)	2.116	.887
92	90	Industrial sewing machine operation	2.072	1.182
93	100	Careers (training as boutique dressmaker)	2.090	.853

Table 11 continued

Rank	Item No.	Concept	Mean	Standard Deviation
94	98	Careers (training as custom dressmaker)	2.058	.859
95	91	Industrial garment assembly processes	2.000	1.112
96	94	Industrial (relationship of cost to styling, fabric, and labor)	1.954	1.060
97	99	Careers (drycleaner, laundry worker)	1.923	.859
98	92	Industrial (pattern grading)	1.881	1.035
99	93	Industrial (marker making)	1.813	1.009

and "relationship of clothing to self-concept and self-actualization" (19) were rated "very good".

"Poor" Preparation Level Concepts

The concept that secondary school teachers felt least prepared to teach was number 93, "marker making". All of the concepts under "industrial and occupational training" (90 through 94), "training for employment" (97 through 101), and "patternmaking" (84 through 86 and 76) had the lowest rank order and were rated "poor" in preparation level. Other concepts that received a "poor" rating included: 22, "influence of families on industrial production"; 23, "effect of technological development on design, fit, and availability"; 26, "effect of legislation on availability and safety"; 26, "trends in consumption patterns"; 37, "effect of technological development on fabrication"; and 38, "influence of international trade". These are integrating concepts that relate clothing selection and acquisition to societal systems and change. Two other concepts that received "poor" preparation level ratings were "hand weaving" (66) and "textile printing" (67).

Preparation Level Means by Conceptual Grouping

The means in each conceptual grouping were averaged to get a group mean which in turn was used to place the group in rank order for preparation level. Results of this averaging and ranking are in Table 12. The group of concepts with the highest preparation level and "very good" rating was "selection, use, and care of construction tools, equipment, and supplies". "Industrial/occupational training" and "careers and vocational opportunity in clothing and textiles" received the lowest preparation level group means and were in the "poor range". All of the other averages for groups resulted in an "adequate" preparation level.

Table 12

Order of Preparation Level Means by Conceptual Groupings

Rank	Iten Nos.	Concept Grouping	Mean
1	57-60	Selection, use, and care of construction tools, equipment, and supplies	3.828
2	45-56	Use and care of clothing and textiles	3.372
3	104-106	Other knowledge and skills (teaching)	3.350
4	1-8	Assessing unique clothing needs and wants	3.270
5	78-89	Occupational and wage earning (includes basic construction and alteration)	3.168
6	10-20	Selection (relationship of meanings to individuals and families)	3.158
7	61-64	Selection, use, and care of textiles in the home	2.928
8	35-43	Acquisition (technological and societal change effects)	2.889
9	22-33	Selection (societal systems, availability, and choice)	2.842
10	72-76	Providing for special clothing needs	2.699
11	66-70	Creative expression through fiber arts	2.644
12	96-102	Careers and vocational opportunity in clothing and textiles	2.195
13	90-94	Industrial/occupational training in design, patternmaking, and construction	1.944

It was concluded that home economics teachers in secondary schools are best prepared to deal with the more traditional orientations of clothing construction and technical aspects of selection, and least prepared to deal with patternmaking and occupational orientations. Many of the integrating concepts that relate clothing and textile use to families and other societal systems and change received "low adequate" or "poor" ratings.

Testing Hypotheses for Differences in Respondents Estimate of Preparation Level

Another purpose of this study was to measure any differences in estimate of preparation level to determine the effect of the highest degree earned, years of teaching experience, type of school, and size of school. Differences are discussed for each of the four variables. One-Way Analysis of Variance and the Newman-Kuels Multiple Comparison Test were used to test the hypotheses. In this section, only concepts with a significance level of .05 or which show a trend of .10 are presented in the tables. A complete report of all group means and F ratios is found in Tables 21 through 24, Appendix E.

Highest Degree Earned

In order to determine differences, the following null hypothesis was tested: there is no significant differences in means of preparation level scores due to highest degree earned.

Data in Table 13 shows there were significant F ratios in eight concepts (13, 37, 53, 61, 67, 76, 84, and 85) and a trend toward significance in eight additional ones (23, 28, 36, 38, 43, 62, 73, and 105). Only four (13, 37, 84, and 86) significant multiple comparisons between

Table 13

Highest Degree: Group Means, Significant F Ratios, and Significant Paired Comparisons

Item No.	Item	Bachelor's		Bachelor's +15		Master's		Master's +15		Grand Mean	F Ratio	Significance Level
		n	$\bar{x}$	n	$\bar{x}$	n	$\bar{x}$	n	$\bar{x}$			
13	Historical influences on selection (aesthetics and production)	58	2.759[a]	52	2.692[b]	31	3.355	14	3.143	2.890	3.862	.011**
23	Effect of technological developmens on design, fit, and availability	58	2.362	52	2.769	31	2.677	14	2.714	2.593	2.630	.051**
28	Influences on method of clothing production	56	2.500	52	2.846	29	2.724	14	3.000	2.709	2.249	.084*
36	Trends in consumption patterns	58	2.431	52	2.654	31	2.581	14	3.143	2.600	2.427	.066*
37	Effect of technological developments in fabrication	58	2.276[c]	51	2.471	30	2.567	14	2.929	2.457	2.714	.046**
38	Influence of international trade	58	2.086	52	2.250	31	2.258	14	2.714	2.232	2.168	.093*
43	Purchasing (stores, shopping, price, cost, sales, credit)	58	3.379	52	3.711	31	3.419	14	3.929	3.548	2.405	.068*
55	Recycling--renovating	58	2.828	53	3.226	31	2.677	14	3.357	2.981	2.712	.046**
61	Upholstered furniture	58	2.569	53	3.057	31	2.806	14	3.214	2.840	2.697	.047**
62	Rugs and carpets	58	2.621	53	3.075	31	2.839	14	3.214	2.872	2.273	.081*
67	Textile printing	58	1.914	51	2.294	31	2.484	14	2.571	2.214	2.852	.038**
73	Adjusting patterns for unusual body configurations (disabled, elderly, extreme stature, and weigh problems)	58	2.793	53	3.094	31	2.548	14	3.071	2.872	2.113	.099*
76	Designing patterns for unusual boday configurations, occupational or recreational needs	58	2.190	53	2.623	31	2.258	14	2.857	2.410	2.746	.044**
84	Patternmaking--drafting	58	1.931[d]	52	2.519	30	2.400	14	2.500	2.273	2.712	.046**
86	Patternmaking--draping	58	1.845[e]	50	2.460	30	2.300	14	2.357	2.184	2.942	.034**
105	Development of instructional materials for teaching clothing and textiles	57	3.123	53	3.377	31	3.387	14	3.857	3.329	2.626	.051*

[a] Teachers with Bachelor's degree significantly less prepared than those with Master's degree.

[b] Teachers with Bachelor's degree plus 15 credits significantly less prepared than those with Master's degree plus 15 credits.

[c] Teachers with Bachelor's degree significantly less prepared than those with Master's degree plus 15 credits.

[d] Teachers with Bachelor's degree significantly less prepared than those with Bachelor's degree plus 15 credits.

[e] Teachers with Bachelor's degree significantly less prepared than those with Bachelor's degree plus 15 credits

*** $p < .01$ ** $p < .05$ * $p < .10$

means were identified. Teachers with a master's degree or higher tended to rate their preparation level highest and did so 71 out of 99 times. Those with a bachelor's degree tended to rate themselves lowest and did so 64 times. Teachers with a master's degree rated themselves for Concept 13, "historical influences on selection (aesthetics and production)" as significantly more prepared than teachers with a bachelor's degree or a bachelor's plus 15 credits. However, all means were in the "adequate" range. Only teachers with a master's plus 15 credits considered themselves to be adequately prepared for Concept 37, "effect of technological development on fabrication", while those with other degrees considered themselves to be poorly prepared. This difference was at a significant level. Teachers with a bachelor's plue 15 credits rated themselves significantly better prepared to deal with Concepts 84 and 86, "pattern-making: drafting" and "draping" than teachers with a bachelor's degree. However, all teachers regarded themselves as poorly prepared. With the exception of Concept 23, "effect of technological developments on design, fit, and availability", those with a master's plus 15 credits rated themselves as better prepared on the other concepts listed in Table 13.

The null hypothesis that there is no significant difference in preparation level means due to highest degree earned was rejected for only 8 of the 99 concepts. The null hypothesis of no significant difference was accepted for the other 91 concepts.

It was conluded that while there was a trend toward a higher level of preparation for those with a master's degree, it was at a significant level in only 8 of the 99 competencies. A higher degree, master's or more, increased the estimate of preparation level significantly in the 8 concepts; however, the mean score in each was only adequate or poor. In 3 of the 8,

a higher degree changed the preparation level from poor to adequate when compared with the other groups. In general, the highest degree earned did not have a significant effect on teachers' responses to preparation level; however, those with a bachelor's degree tended to estimate themselves as less well prepared than those with a master's degree or more.

Teaching Experience

There is no significant difference in preparation level means due to year of teaching experience was the null hypothesis used to determine differences. Twelve of the concepts listed in Table 14 had F ratios significant at the .05 level or less, and an additional 12 had F ratios of .10 or less indicating a trend toward significance. Overall, teachers with 11 or more years of experience rated themselves as best prepared in 56 of the concepts, and those with two to five years of experience rated themselves highest 25 times. Teachers with less than one year of experience consistantly rated themselves lowest, 87 times.

Teachers with two to five years of experience had the highest significantly different means for concepts 8 and 19, "aesthetic preference" and "relationship of clothing to self-concept and self-actualization". In addition, those with two to five years of experience had the highest means for all except number ten of the first 20 concepts located under orientation "I. Assessing unique clothing needs and wants of the individual and family member," and "II. Selecting clothing and textiles in terms of physical, psychological, and economic factors, Part A. Relationship of physical, social, psychological, cultural, and economic meaning of clothing." Means under these two categories tended to be in the "adequate" range rather than "very good".

Table 14

Teaching Experience: Group Means, Significant F Ratios, and Significant Paired Comparisons

Item No.	Item	1 year or less		2-5 years		6-10 years		11 or more years		Grand Mean	F Ratio	Significance Level
		n	$\bar{x}$	n	$\bar{x}$	n	$\bar{x}$	n	$\bar{x}$			
8	Aesthetic preference	14	3.571	37	3.703	36	3.389	65	3.246[a]	3.421	2.663	.050**
17	Influence of cross-cultural communication	14	2.286	38	2.947	37	2.757	66	2.909	2.826	2.394	.069*
19	Relationship of clothing to self-concept and self-actualization	14	2.929[b]	38	3.658	37	3.460	66	3.485	3.471	2.831	.039**
20	Relationship of fashion and family clothing choice	14	2.929	38	3.553	38	3.290	66	3.349	3.346	2.490	.061*
22	Influence of families on industrial production	14	2.143	38	2.421	38	2.448	64	2.672	2.507	2.169	.093*
26	Effect of legislation on availability and safety	14	2.357	17	2.297[c]	38	2.474	65	2.754	2.539	2.718	.046**
27	Relationship of supply and demand to family clothing selection	14	2.571	38	2.842	38	2.947	66	3.121	2.962	2.270	.081*
30	Effect of family clothing decisions on other societal systems	14	2.214	38	2.816	37	2.514	66	2.818	2.690	2.770	.043**
38	Influence of international trade	14	1.857	38	2.184	38	2.079	65	2.431	2.232	2.665	.049**
40	Standards for fabrics and quality of construction	14	2.571	38	2.842	36	3.111	63	3.238	3.046	2.570	.056*
41	Sources of reliable information	14	2.571[d]	38	2.868	38	3.053	65	3.292	3.065	3.426	.018**
43	Purchasing (stores, shopping, price, cost, sales, credit)	14	2.929[d]	38	3.552	38	3.526	65	3.692	3.548	2.935	.035**
45	Relating color, style, fabric, personality, and use	14	3.358	38	3.895	38	3.605	66	3.849	3.756	2.407	.068*
47	Laundering procedures	13	3.000	38	3.658	38	3.579	66	3.682	3.594	2.168	.093*
49	Spot and stain removal	14	2.786	38	3.553	38	3.500	66	3.621	3.500	3.001	.032**
50	Ironing and pressing	14	3.000[e]	38	3.790	37	3.838	66	3.758	3.716	3.390	.019**
51	Environmental concerns (energy and pollution)	14	2.071[f]	38	2.790	38	2.947	65	2.985	2.845	3.548	.016**
52	Characteristics that influence storage	14	2.643	37	3.216	38	3.421	65	3.231	3.221	2.458	.064*
53	Effect of storage on appearance and performance	14	2.714	38	3.263	38	3.553	63	3.286	3.294	2.405	.068*
63	Curtains and draperies	14	2.357	38	2.842	38	2.921	66	3.121	2.936	2.254	.083*
67	Textile printing	14	1.643	38	2.000	37	2.243	65	2.446	2.214	2.928	.035**
69	Meaning of textile arts to individual and families	14	2.143	38	2.711	38	2.790	66	2.894	2.756	2.183	.091*

Table 14 continued

Item No.	Item	1 year or less n	1 year or less $\bar{x}$	2-5 years n	2-5 years $\bar{x}$	6-10 years n	6-10 years $\bar{x}$	11 or more years n	11 or more years $\bar{x}$	Grand Mean	F Ratio	Significance Level
70	Contribution of textile arts to development of individual and family members	14	2.071	38	2.816	38	2.842	66	2.894	2.789	2.525	.059*
104	Methods of teaching clothing and textiles	14	2.571[g]	37	3.405	38	3.632	66	3.530	3.439	5.365	.002***

[a]Teachers will 11 or more years of experience were significantly less prepared than teachers with 2-5 years of experience.

[b]Teachers with 1 year or less experience were significantly less prepared than teachers with 2-5 years of experience.

[c]Teachers with 2-5 years of experience were significantly less prepared than teachers with 11 or more years of experience.

[d]Teachers with 1 year or less experience were significantly less prepared than teachers with 11 or more years of experience.

[e]Teachers with less than 1 year experience were significantly less well prepared than teachers with 2-5 years, 6-10 years, and over 11 years of experience.

[f]Teachers with less than 1 year experience were significantly less well prepared than teachers with 6-10 years and over 11 years of experience.

[g]Teachers with 1 year or less of experience were significantly less well prepared than teachers with 6-10 years and 11 or more years of experience.

*** $p < .01$ ** $p < .05$ * $p < .10$

Those with 11 or more years of experience rated themselves as significantly better prepared in concepts numbered 26, "effect of legislation on availability and safety"; 30, "effect of family clothing decisions on other societal systems"; 31, "effect of generational differences within families on clothing choices"; 38, "influence on international trade"; 41, "sources of reliable information"; 43, "purchasing (stores, shopping, price, cost, sales, credit)"; 49, "spot and stain removal"; 51, "environmental concerns (energy and pollution)"; and 67, "textile printing". All teachers with over six years experience rated Concept 104, "methods of teaching clothing and textiles", significantly higher than those with less experience. Those with 11 or more years of experience tended to be somewhat better prepared in the areas of relating clothing and textile choices to other societal systems: acquisition, use, and care of clothing and textile products, creative expression through awareness of fiber and textile arts, occupational and wage earning training, and in careers or vocational opportunities.

The null hypothesis that there is no significant difference in preparation level due to years of experience was rejected for 12 of the 99 concepts. The null hypothesis of no significant difference was accepted for the other 87 concepts.

While there was a trend toward a higher preparation level for those with the most experience, it was at a significant level for only nine of the concepts. This did not include any of the concepts under the first two orientations, "I. Assessing unique clothing needs and wants of the individual and family member" and "II. Selecting clothing and textiles in terms of physical, psychological, and economic factors." Teachers with two to five years of experience tended to be better pre-

pared to deal with the concepts under the orientations of assessing unique clothing needs and selecting clothing and textiles. In general, years of experience had a greater effect on preparation level than the highest degree earned or the type of school. Those with more experience consistantly tended to perceive themselves as better prepared, but seldom at a significant level.

Type of School

In order to determine difference, the following null hypothesis was tested: There is no significant difference in means of preparation level score due to type of school. Only three concepts, as listed in Table 15, had significant F ratios of .05 or less, and only an additional two showed a trend with F ratios of .10 or less. A significant multiple comparison was found in only one concept, 101 — "wardrobe consultant", in which junior high teachers felt significantly better prepared. Junior high teachers also felt more prepared to teach Concept 59, "Care and cleaning of tools, equipment, and supplies". Senior high teachers felt significantly better prepared to deal with Concept 63, "Selection, use, and care of curtains and draperies". Overall, the type of school had little influence on perception of preparation level. Junior high teachers rated themselves better prepared on 44 items, senior high on 25 items, junior-senior high on 13 items, and high school on 14 items. The middle school teacher, however, was highest on only three items, and was lowest on 73 items.

The null hypothesis of no significant difference in preparation level due to type of school was rejected for three items and accepted for 96 items. It was concluded that while there is a trend toward higher levels of preparation for teachers at the junior and senior high levels

Table 15

Type of School: Group Means, Significant F Ratios, and Significant Paired Comparisons

Item No.	Item	Middle School		Junior High		Senior High		Jr/Sr. High		High School		Grand Mean	F Ratio	Significance Level
		n	$\bar{x}$	n	$\bar{x}$	n	$\bar{x}$	n	$\bar{x}$	n	$\bar{x}$			
11	Interaction of cultural and family values	26	2.654	22	3.091	28	3.107	24	3.333	50	3.080	3.053	1.975	.100*
59	Care and cleaning	26	3.461	22	4.182	28	3.786	24	3.542	51	3.922	3.795	2.434	.049**
62	Rugs and carpets	26	2.500	22	2.773	28	3.071	24	2.667	51	3.157	2.894	2.336	.057*
63	Curtains and draperies	26	2.538	22	2.773	28	3.286	24	2.833	51	3.137	2.960	2.495	.045**
101	Wardrobe consultant	26	1.885[a]	22	2.636	28	2.143	24	1.958[b]	50	2.120	2.133	2.625	.036**

[a]Middle school teachers were significantly less prepared than junior high teachers.

[b]Junior/Senior high teachers were significantly less prepared than junior high teachers.

*** $p < .01$

** $p < .05$

* $p < .10$

than at middle schools, type of school had little significant effect on preparation level.

Size of School

In order to determine differences, the following null hypothesis was tested: There is no significant difference in mean of preparation level scores due to size of school. Data in Table 16 shows significant F ratios in nine of the concepts (2, 4, 5, 6, 66, 86, 87, 88, and 89), and a trend toward significance in an additional ten concepts (3, 7, 8, 45, 52, 53, 59, 64, 97, 105). With the exception of Concept 2, "understanding basic sociological needs," all concepts with significant F ratios were rated significantly higher by those who taught in schools of 600 or more. Overall, teachers in schools of 600 or more rated themselves better prepared on 84 items, while those in schools under 600 rated themselves better prepared on only 15 items.

The null hypothesis of no significant difference in preparation level due to size of school was rejected for nine items and accpted for 90 items. It was concluded that while there is a trend toward better levels of preparation for teachers in schools of over 600 students, size of school had a limited effect on preparation level. Teachers in schools of 600 or more tended to rate themselves as better prepared.

Summary of the Findings

While trends indicated that the master's degree, eleven or more years of teaching experience, teaching in junior or senior high school, and in schools of 600 or more population increased perception of preparation level, it was at a significant level in only a few of the concepts for each variable. Only one concept had an F ratio with a probability of

Table 16

Size of School: Group Means, and Significant F Ratios

Item No.	Item	600 or less		601 or more		Grand Mean	F Ratio	Significance Level
		n	$\bar{x}$	n	$\bar{x}$			
2	Sociological	73	3.027	76	3.303	3.168	4.232	.039**
3	Psychological	73	3.027	77	3.273	3.153	3.113	.076*
4	Maintenance of heat balance (comfort)	73	2.959	78	3.308	3.139	5.918	.015**
5	Protection	73	3.123	78	3.397	3.264	3.890	.047**
6	Health and safety	72	3.070	76	3.390	3.234	5.145	.023**
7	Communicate (identity, individuality, acceptance, social role(s), and status(s))	73	3.233	77	3.493	3.367	3.757	.051*
8	Aesthetic preference	71	3.268	76	3.500	3.388	3.094	.077*
45	Relating color, style, fabric, personality, and use	73	3.630	78	3.859	3.748	3.252	.070*
52	Characteristics that influence storage	72	3.070	77	3.338	3.208	3.177	.073*
53	Effect of storage on appearance and performance	71	3.127	77	3.429	3.284	3.303	.068*
59	Care and cleaning	73	3.616	78	3.910	3.768	3.576	.057*
64	Household linens	73	2.890	78	3.205	3.053	3.439	.062*
66	Hand weaving	71	1.986	78	2.577	2.295	10.150	.003***
86	Patternmaking--draping	72	1.972	75	2.347	2.163	3.912	.047**
87	Alteration of readu-to-wear	73	2.753	77	3.156	2.960	5.769	.017**
88	Remodeling and updating garments	73	2.712	77	3.143	2.933	6.254	.013**
89	Care and maintenance of sewing equipment	73	3.356	77	3.714	3.540	4.125	.041**
97	Sales	73	2.241	77	2.299	2.173	2.853	.089*
105	Development of instructional materials for teaching clothing and textiles	73	3.178	77	3.455	3.320	3.370	.065*

*** $p < .01$ ** $p < .05$ * $p < .10$

less than .01 (104 — methods of teaching), and therefore of high significance. Teachers with six or more years of experience felt significantly better prepared in methods of teaching than the other groups.

In general, years of teaching had the most affect on the mean scores. More experience increased preparation level ratings in all the orientations except for assessing unique clothing needs and selecting clothing and textiles in relationship to physical, social, psychological, cultural, and economic meaning of clothing. In these two orientations, teachers with two to five years of experience felt better prepared.

Generally, if the teacher had a master's degree or more, had 11 or more years of teaching experience, and taught in a school of 600 or more students, the estimate of preparation level was higher. If the teacher had a bachelor's degree, had one or less years of experience, and taught in a school of 600 or less, the estimate of preparation level was lowest.

New Orientations and Interest in Inservice

Over half of the respondents, 56 percent, were interested in a seminar or workshop on new orientations to teaching clothing and textiles. An additional 32 percent indicated they might be interested. Only 8 percent said they were not interested. Data is listed in Table 17.

Respondents most preferred a location near home with a teacher, 49 percent, for inservice on new orientations to teaching textiles and clothing. Campus was second choice with 16 percent. As Table 18 illustrates, inservice with use of television was selected by only ten respondents.

Table 17

Interest of Respondents in Additional Training or Inservice Workshops

Item 117 -- Interest in Workshop--Inservice Training	Respondents n	Respondents %
Yes	87	55.769
No	13	8.333
Maybe	50	32.051
No response	6	3.846

Table 18

Preference of Respondents to Location of Inservice Workshops

Item 118 -- Location Preference for Inservice Assistance	Respondents n	Respondents %
Campus	26	16.167
Near home, teacher	77	49.359
Near home, television	9	5.769
Near home or campus with teacher	14	8.974
Near home with teacher or television	1	.641
Any of the locations	10	6.410
No response	19	12.179

Campuses with home economics programs — Madison, Stevens Point, and Stout — were most frequently listed when respondents were asked to indicate their campus preference for an inservice location. As Table 19

shows, other preferences included a variety of State University System Schools and Technical Institutes.

Table 19

Campus Preferences of Respondents who Identified "Campus" for Inservice Location

Item 119 -- School	1st Choice		2nd Choice	
	n	%	n	%
Mount Mary	1	.641	0	.000
Waukesha County Technical Institute (WCTI)	0	.000	1	.641
University of Wisconsin-Milwaukee	1	.641	1	.641
Milwaukee Area Technical College-West Bend	1	.641	2	1.282
University of Wisconsin-Parkside	1	.641	0	.000
Alverno College	1	.641	0	.000
University of Wisconsin-Madison	6	3.846	1	.641
University of Wisconsin-Whitewater	1	.641	0	.000
Blackhawk Technical Institute	0	.000	0	.000
Southwest Technical Institute	1	.641	0	.000
University of Wisconsin-LaCrosse	1	.641	1	.641
University of Wisconsin-Stevens Point	6	3.846	2	1.282
University of Wisconsin-Eau Claire	2	1.282	2	1.282
University of Wisconsin-Stout	7	4.487	4	2.564
University of Wisconsin-Baraboo	1	.641	0	.000
University of Wisconsin-Green Bay	2	1.282	0	.000
University of Wisconsin-Oshkosh	0	.000	1	.641
University of Wisconsin-Marshfield	1	.641	1	.641
Undecided	7	4.487	0	.000
No response	116	74.359	140	89.744

Discussion

It was not the purpose of this study to determine what orientation should be taught at the secondary school level or to determine which orientation should be taught at the colleges and universities who prepare secondary school home economics teachers in the clothing and textiles area. The main purpose was to determine how prepared secondary school home economics teachers in Wisconsin are to deal with various clothing and textile orientations. When a secondary school or college and university wishes to consider a new emphasis or orientation, this study will provide insight into the teacher preparation needs for preservice and inservice education.

Technological advances have increased the amount of background knowledge necessary for a teacher of clothing and textiles. New products, such as fibers, fabrics, notions, sewing machines, and other equipment, and new methods of manufacture have necessitated changes in design, construction, and care of clothing.

Social development, including changing personal values and family goals, challenge the textiles and clothing teacher to continually update themselves and curriculum. Working women along with changes in production and source of clothing, especially as related to imports, challenge today's clothing teacher to consider the place of clothing construction in the curriculum. A developing trend is the entrepreneur designer/dressmaker business along with wardrobe consultant business. Another is meeting the needs of groups whose clothing needs are not being met by the mass market. To meet these needs, more clothing knowledge, technical know-how, and problem solving ability is needed rather than less. The findings in this study suggest a number of orientations that need improved preparation.

Under occupational and wage earning training orientations, teachers felt very well prepared in construction skills and in relating fabric and style; however, they rated themselves poor in all types of patternmaking, designing patterns for unusual body configurations, industrial sewing, occupational training, and training for employment or dressmaker, alterationist, or tailor. The latter are also important in the orientation of occupational and wage earning training and would require a great deal of additional training if this orientation would be a basis for secondary school curriculum.

Concepts under "assessing unique clothing needs and wants of the individual and family member, selecting clothing and textiles in terms of physical, psychological, and economic factors" (1-34) are most closely related to those proposed by "family focused" curriculum developers. Almost all received a just adequate rating; however, most of those designed to deal with the relationship of societal systems (i.e., business/industry, government, socio-cultural) to availability of clothing and textiles were a very low adequate and sometimes poor. If it is desirable to have this orientation, teachers will need additional preparation in orientations I and II at preservice and inservice levels.

Teachers tended to rate themselves very good or on the high end of adequate in the concepts related to "wardrobe management (use and care), tools, equipment, and supplies for construction", but barely adequate in the area "selection, use, and care of textiles in the home". With the exception of purchasing, they rated most of the acquisition concepts as poor or barely adequate. These concepts are most closely related to the consumer homemaking orientation. If the consumer homemaking orientation is used for curriculum decisions, concepts with poor or barely adequate preparation ratings would need to be improved.

Creative expression through awareness of fiber and textile arts concepts other than needlework, received poor preparation level scores. With the upsurge in the arts as a counter response to high tech, there will likely be greater interest in this area. Concepts of design and aesthetics can be viewed as a valuable medium through which to address other relevant issues such as relationship of individual to their personal and family environment. If this orientation is included in secondary programs, teachers will need additional preparation to improve their preparation level in this area.

New developments in fibers, fabrics, notions, sewing machines, and other equipment, and care of clothing quickly outdate much of the information gained in college courses by the average clothing teacher. In addition, changes in educational priorities, technology, student demands and lifestyles, teaching methods, and teacher preparation require the teacher of clothing and textiles to strike out and try new orientation so that clothing and textile programs reflect people's needs for help in facing practical problems of daily living.

While the need for greater ability in several clothing orientations is developing, teachers may be entering the teaching field with less background in the area of clothing and textiles than was common a decade ago. Even pre-college background may be more limited as students bypass high school clothing classes. Youth groups, such as 4-H Club, provide an uneven background in clothing since the quality of that experience depends on the volunteer leaders. Variations in pre-college clothing experiences present a problem to college clothing instructors at the same time that fewer courses in clothing are required in degree programs. By the time some fundamentals are achieved, there is little time to deal with advanced concepts or the teaching of clothing.

Further, a higher degree does not appear to have an important effect on preparation to teach various clothing and textile orientations. The initial reaction to this finding is surprise; however, most teacher respondents with advanced degrees indicated that their major was home economics education or non-home economics subject matter with only seven respondents listing home economics subject matter. The seven respondents could have taken foods and nutrition, home management, or family studies, as well as clothing and textiles. As a result, the advanced degree is not likely to improve the preparation level for various clothing and textile orientations.

More workshops and courses geared to clothing teachers would be an asset, especially if new orientations to teaching clothing and textiles at the secondary level is to take place. Since well over half of the respondents indicated interest in a seminar or workshop in new orientations, this need is recognized by the teachers. Colleges, universities, and technical schools with clothing and textile subject areas should consider offering seminars or workshops on new orientations. The Wisconsin Home Economics Association should address the question of clothing and textile orientations at district and annual meetings.

Chapter IV

SUMMARY AND CONCLUSIONS

The Problem

The purpose of this study was to determine how prepared secondary school home economics teachers in Wisconsin are to deal with various clothing and textile orientations. Another purpose was to measure any differences in estimates of preparation level to determine the effect of the highest degree earned, years of experience, types of school, and size of school.

Method

A mail survey instrument containing a list of 99 clothing and textile concepts organized under seven orientations or contexts was to a random sample of 250 Wisconsin home economics teachers. Preparation level responses ranging from exceptional to very poor were scaled from one to five on a Likert-type scale. Analysis of Variance and Newman-Kuels Multiple Comparison Tests were used to test the hypotheses:

1. There is no significant difference in estimate of preparation level due to highest degree earned.

2. There is no significant difference in estimate of preparation level due to years of teaching experience.

3. There is no significant difference in estimate of preparation level due to type of school.

4. There is no significant difference in estimate of preparation level due to size of school.

Based on mean scores, overall order of preparation level was established for each concept. Means were computed from preparation level scores.

Findings and Conclusions

Of the 99 clothing and textile concepts, there were no estimates of preparation level that fell in the "exceptional" or "very poor" range. Twenty-one concepts were in the "very good" range, and 23 concepts had means in the "poor" range, with 45 concepts rated as "adequate" in preparation level.

Groups of concepts that were rated highest in preparation level were "selection, use, and care of construction tools, equipment, and supplies". "Industrial/occupational training" and "careers and vocational opportunity in clothing and textiles" received the lowest group means. It was concluded that the home economics teacher is the best prepared to deal with the more traditional orientations and is not adequately prepared for new orientations that will be needed to meet the needs of the future.

There was no significant difference due to highest degree earned in 91 of the 99 concepts. While there was a trend toward a higher preparation level for those with a master's degree, it was significant in only eight instances. It was concluded that a degree beyond a B.S. had little significant effect on preparation level.

Twelve significant differences were found due to years of teaching experience, rejecting the null hypothesis of no difference for 12 concepts and accepting it for the other 87 concepts. Those with more years of experience consistantly perceived themselves as better prepared but seldom at a significant level. It was concluded that while years of experience

had a somewhat greater effect on estimate of preparation level than the other three variables, it had little effect on estimate of preparation level.

Only three significant differences were found due to type of school in which the teacher teaches. The null hypothesis of no difference was accepted for 96 concepts and rejected for three. While there was a trend toward higher preparation levels for teachers in junior and senior high than in middle school, it was almost never significant. It was concluded that type of school had little significant effect on estimate of preparation level.

The null hypothesis of no difference in estimate of preparation level due to school size was rejected for nine items and accepted for 90 items. There was a trend toward better levels of preparation for teachers in schools of over 600 students; however, it was seldom significant. It was concluded that size of school have a very limited effect on estimate of preparation level.

Generally, if the teacher had a master's degree or more, had 11 or more years of teaching experience, and taught in a school of 600 or more students, the estimate of preparation level was higher. If the teacher had a bachelor's degree, had one or less years of experience, and taught in a school of 600 or less, the estimate of preparation level was lowest.

Over half of the respondents were interested in a seminar or workshop on new orientations to teaching clothing and textiles which indicated a recognition or need for more ability in dealing with the problem of clothing and textiles emphasis or orientations at the secondary school level.

Recommendations

1. Preservice teacher certification programs in home economics need to re-examine the preparation of prospective teachers in the area of clothing and textiles, and assume responsibility for providing adequate background for the various orientations. Clothing and textile concepts should be viewed and taught as a valuable medium through which to address the relationship of individuals to their personal, family, and societal environments.

2. Advanced degree programs for home economics teacher educators need to include more opportunity for critical examination and updating in the subject matter area of clothing and textiles since undergraduate programs have little time to deal with advanced and integrating concepts or the teaching of clothing and textiles.

3. Inservice in the area of clothing and textiles is needed to help teachers deal with current and future concerns.

4. AHEA/WHEA should make greater effort to provide inservices that will help teachers deal with current and future clothing and textile orientations.

5. Seek to establish consensus concerning about what to do about teaching clothing in secondary schools.

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APPENDIX A

List of Jurists

List of Jurists

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APPENDIX B

107 Concepts

Table 20

Frequency Distribution, Percentages, and Means of Responses to Preparation Level Scale

Item No.	Concept	Rank	Very Poor 1 n	%	Poor 2 n	%	Adequate 3 n	%	Very Good 4 n	%	Exceptional 5 n	%	Mean	Standard	Omit	Percent
ASSESSING UNIQUE CLOTHING NEEDS AND WANTS																
1	Physiological	32	4	2.6	19	12.2	78	50.0	41	26.3	13	8.3	3.258	.871	1	.6
2	Sociological	35	4	2.6	19	12.2	86	55.1	33	21.2	12	7.7	3.195	.846	2	1.3
3	Psychological	38	5	3.2	21	13.5	82	52.6	35	22.4	12	7.7	3.181	.876	1	.6
4	Maintenance of heat balance (comfort)	39	5	3.2	26	16.7	75	48.1	38	24.4	12	7.7	3.167	.905	0	0.0
5	Protection	27	3	1.9	19	12.2	78	50.0	41	26.3	15	9.6	3.295	.871	0	0.0
6	Health and safety	31	5	3.2	18	11.5	76	48.7	42	26.9	13	8.3	3.260	.889	2	1.3
7	Communicate (identity, individuality, acceptance social role(s), and status(s))	22	2	1.3	16	10.3	73	46.8	49	31.4	15	9.6	3.381	.884	1	.6
8	Aesthetic preference	21	0	0.0	16	10.3	73	46.8	46	29.5	17	10.9	3.421	.823	4	2.6
9	Other		0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.000	.000	156	100.0
SELECTING CLOTHING AND TEXTILES: MEANING OF CLOTHING																
10	Meaning of clothing and textiles	29	4	2.6	18	11.5	76	48.7	46	29.5	12	7.7	3.282	.861	0	0.0
11	Interaction of cultural and family values	46	7	4.5	28	17.9	78	50.0	34	21.8	8	5.1	3.052	.886	1	.6
12	Effect of cultural significance of clothing and influence on the individual	47.5	7	4.5	34	21.8	66	42.3	35	22.4	10	6.4	3.046	.948	4	2.6
13	Historical influences on selection (aesthetics and production)	63	9	5.8	48	30.8	58	37.2	31	19.9	9	5.8	2.890	.981	1	.6
14	Influence of societal conditions on design and function	30	6	3.8	36	23.1	71	45.5	33	21.2	8	5.1	3.006	.901	2	1.3
15	Influence of technology on uniformity and variation	59.5	6	3.8	44	28.2	67	42.9	32	20.5	6	3.8	2.923	.891	1	.6
16	Influence of peer group on selection	14	1	.6	11	7.1	63	40.4	64	41.0	15	9.6	3.526	.791	2	1.3
17	Influence of cross-cultural communication	68	4	2.6	56	35.9	64	41.0	25	16.0	6	3.8	2.826	.866	1	.6
18	Influence of family life styles on clothing preferences	23	0	0.0	17	10.9	75	48.1	54	34.6	10	6.4	3.365	.760	0	0.0

Table 20 continued

Item No.	Concept	Rank	Very Poor 1 n	%	Poor 2 n	%	Adequate 3 n	%	Very Good 4 n	%	Exceptional 5 n	%	Mean	Standard	Omit	Percent
19	Relationship of clothing to self-concept and self-actualization	17	1	.6	15	9.6	63	40.4	62	39.7	14	9.0	3.471	.814	1	.6
20	Relationship of fashion and family clothing choice	24	0	0.0	18	11.5	75	48.1	54	34.6	9	5.8	3.346	.757	0	0.0
21	Other		0	0.0	0	0.0	1	.6	1	.6	0	0.0	0.000	.000	154	98.7
22	Influence of families on industrial production	80	13	8.3	65	41.7	62	39.7	13	8.3	1	.6	2.506	.792	2	1.3
23	Effect of technological developments on design, fit, and availability	78	9	5.8	66	42.3	62	39.7	15	9.6	3	1.9	2.594	.817	1	.6
24	Effect of mass media and advertising	37	2	1.3	28	17.9	73	46.8	42	26.9	10	6.4	3.194	.851	1	.6
25	Effect of the fashion system	61	6	3.8	45	28.8	69	44.2	22	14.1	11	7.1	2.915	.935	3	1.9
26	Effect of legislation on availability and safety	79	15	9.6	61	39.1	60	38.5	16	10.3	2	1.3	2.539	.854	2	1.3
27	Relationship of supply and demand to family clothing selection	55	4	2.6	37	23.7	81	51.9	29	18.6	5	3.2	2.962	.808	0	0.0
28	Influences on method of clothing production	71	6	3.8	60	38.5	60	38.5	22	14.1	3	1.9	2.709	.835	5	3.2
29	Effect of social environments on family clothing selection	41	4	2.6	23	14.7	88	56.4	34	21.8	5	3.2	3.084	.773	2	1.3
30	Effect of family clothing decisions on other societal systems	73	8	5.1	62	39.7	58	37.2	24	15.4	3	1.9	2.690	.862	1	.6
31	Effect of generational differences within families on clothing choices	59.5	8	5.1	36	23.1	77	49.4	30	19.2	5	3.2	2.923	.866	0	0.0
32	Effect of changes in social system on family clothing choices	69	4	2.6	57	36.5	63	40.4	24	15.4	5	3.2	2.797	.851	3	1.9
33	Effect of family values on clothing management	37	1	.6	22	14.1	88	56.4	37	23.7	8	5.1	3.186	.758	0	0.0
34	Other		1	.6	0	0.0	0	0.0	0	0.0	0	0.0	0.000	.000	155	99.4
ACQUISITION OF CLOTHING AND TEXTILES																
35	Alternative methods of procuring	69	12	7.7	53	34.0	57	36.5	24	15.4	9	5.8	2.774	.994	1	.6
36	Trends in consumption patterns	77	14	9.0	60	38.5	61	39.1	14	9.0	6	3.8	2.600	.913	1	.6
37	Effect of technological developments in fabrication	81	14	9.0	70	44.9	58	37.2	7	4.5	4	2.6	2.458	.824	3	1.9

Table 20 continued

Item No.	Concept	Rank	Very Poor 1 n	%	Poor 2 n	%	Adequate 3 n	%	Very Good 4 n	%	Exceptional 5 n	%	Mean	Standard	Omit	Percent
38	Influence of international trade	85	27	17.3	76	48.7	44	28.2	5	3.2	3	1.9	2.232	.841	1	.6
39	Labeling and flammability legislation	42	7	4.5	28	17.9	77	49.4	30	19.2	12	7.7	3.078	.930	2	1.3
40	Standards for fabrics and quality of construction	47.5	6	3.8	39	25.0	60	38.5	34	21.8	12	7.7	3.046	.979	5	3.2
41	Sources of reliable information	43	3	1.9	40	25.6	67	42.9	34	21.8	11	7.1	3.065	.914	1	.6
42	Decision making and use of information	34	4	2.6	24	15.4	73	46.8	41	26.3	11	7.1	3.203	.881	3	1.9
43	Purchasing (stores, shopping, price, cost, sales, credit)	12	1	.6	14	9.0	64	41.0	51	32.7	25	16.0	3.548	.889	1	.6
44	Other	51	0	0.0	1	.6	0	0.0	1	.6	0	0.0	0.000	.000	154	98.7
ACQUISITION, USE, AND CARE OF CLOTHING AND TEXTILES																
45	Relating color, style, fabric, personality, and use	6	0	0.0	6	3.8	54	34.6	68	43.6	28	17.9	3.756	.787	0	0.0
46	Effect of textile fiber, structure, and finishes	9	1	.6	9	5.8	52	33.3	63	40.4	28	17.9	3.706	.855	3	1.9
47	Laundering procedures	11	2	1.3	13	8.3	57	36.5	57	36.5	26	16.7	3.594	.907	1	.6
48	Laundering products	1	4	2.6	16	10.3	56	35.9	56	35.9	24	15.4	3.513	.957	0	0.0
49	Spot and stain removal	16	4	2.6	18	11.5	54	34.6	56	35.9	24	15.4	3.500	.971	0	0.0
50	Ironing and pressing	7	2	1.3	9	5.8	53	34.0	58	37.2	33	21.2	3.716	.907	1	.6
51	Environmental concerns (energy and pollution)	66	11	7.1	48	30.8	60	38.5	26	16.7	10	6.4	2.845	.998	1	.6
52	Characteristics that influence storage	33	5	3.2	24	15.4	71	45.5	40	25.6	14	9.0	3.221	.928	2	1.3
53	Effect of storage on appearance and performance	28	7	4.5	22	14.1	63	40.4	41	26.3	20	12.8	3.294	1.015	3	1.9
54	Recycling--restyling	52	13	8.3	36	23.1	60	38.5	33	21.2	14	9.0	2.994	1.065	0	0.0
55	Recycling--renovating	53	14	9.0	38	24.4	55	35.3	35	22.4	14	9.0	2.981	1.089	0	0.0
56	Recycling--mending and repair	25	9	5.8	16	10.3	63	40.4	47	30.1	20	12.8	3.342	1.019	1	.6
ACQUISITION, USE, AND CARE OF TOOLS AND EQUIPMENT																
57	Selection	3.5	2	1.3	7	4.5	44	28.2	64	41.0	38	24.4	2.832	.893	1	.6
58	Operation	1	1	.6	7	4.5	42	26.9	65	41.7	41	26.3	3.885	.869	0	0.0
59	Care and cleaning	5	3	1.9	11	7.1	44	28.2	60	38.5	38	24.4	3.763	.678	0	0.0
60	Safety	3.5	2	1.3	10	6.4	40	25.6	63	40.4	40	25.6	3.832	.929	1	.6

Table 20 continued

Item No.	Concept	Rank	Very Poor 1 n	%	Poor 2 n	%	Adequate 3 n	%	Very Good 4 n	%	Exceptional 5 n	%	Mean	Standard	Omit	Percent
SELECTION, USE, AND CARE OF TEXTILES IN THE HOME																
61	Upholstered furniture	67	18	11.5	40	25.6	54	34.6	37	23.7	7	4.5	2.840	1.053	0	0.0
62	Rugs and carpets	64.5	19	12.2	36	23.1	53	34.0	42	26.9	6	3.8	2.872	1.060	0	0.0
63	Curtains and draperies	56	16	10.3	36	23.1	53	34.0	44	28.2	7	4.5	2.936	1.048	0	0.0
64	Household linens	44	13	8.3	32	20.5	55	35.3	44	28.2	12	7.7	3.064	1.060	0	0.0
65	Other		3	1.9	0	0.0	2	1.3	0	0.0	0	0.0	0.000	.000	151	96.8
CREATIVE EXPRESSION THROUGH FIBER AND TEXTILE ARTS																
66	Hand weaving	85	45	28.8	50	32.1	36	23.1	14	9.0	9	5.8	2.299	1.152	2	1.3
67	Textile printing	88	46	29.5	52	33.3	40	25.6	9	5.8	7	4.5	2.214	1.075	2	1.3
68	Needlework and other surface design techniques	40	20	12.8	24	15.4	48	30.8	37	23,7	26	16.7	3.161	1.247	1	.6
69	Meaning of textile arts to individual and families	72	16	10.3	47	30.1	61	39.1	23	14.7	9	5.8	2.756	1.015	0	0.0
70	Contribution of textile arts to development of individual and family members	70	17	10.9	44	28.2	60	38.5	25	16.0	10	6.4	2.788	1.044	0	0.0
71	Other		0	0.0	0	0.0	0	0.0	0	0.0	1	.6	0.000	.000	155	99.4
DESIGN, ALTERATION, AND CONSTRUCTION: PROVIDING FOR SPECIAL NEEDS																
72	Adapting ready-to-wear for weight changes or unusual body configurations	61	10	6.4	44	28.2	64	41.0	27	17.3	11	7.1	2.904	.992	0	0.0
73	Adjusting patterns for unusual body configurations (disabled, elderly, extreme stature, and weight problems)	64.5	13	8.3	44	28.2	62	39.7	24	15.4	13	8.3	2.872	1.042	0	0.0
74	Adapting ready-to-wear garments for unusual occupational or recreational needs	75	17	10.9	56	35.9	56	35.9	20	12.8	7	4.5	2.641	.987	0	0.0
75	Adjusting patterns for unusual occupational and recreational needs	74	18	11.5	53	34.0	52	33.3	22	14.1	8	5.1	2.667	1.029	3	1.9
76	Designing patterns for unusual body configurations, occupational, and recreational needs	82	32	20.5	57	36.5	43	27.6	19	12.2	5	3.2	2.410	1.043	0	0.0
UPGRADING QUALITY OF READY-TO-WEAR																
77	Upgrading quality of ready-to-wear	59	9	5.8	21	13.5	57	36.5	19	12.2	6	3.8	2.929	.942	44	28.2

Table 20 continued

Item No.	Concept	Rank	Very Poor 1 n	%	Poor 2 n	%	Adequate 3 n	%	Very Good 4 n	%	Exceptional 5 n	%	Mean	Standard	Omit	Percent
OCCUPATIONAL AND WAGE EARNING TRAINING																
78	Alteration of commercial patterns	49	17	10.9	29	18.6	56	35.9	36	23.1	17	10.9	3.045	1.138	1	.6
79	Basic techniques of garment construction (cut, sew, press)	0	6	3.8	5	3.2	38	17.9	55	35.3	60	38.5	4.026	1.025	2	1.3
80	Advanced techniques of garment construction (intricate designs, custom finishes, use of interfacings, underlinings, linings)	8	9	5.8	10	6.4	36	23.1	60	38.5	39	25.0	3.714	1.091	2	1.3
81	Fabric and pattern compatability	3	4	2.6	7	4.5	40	25.6	62	39.7	41	26.3	2.828	.957	2	1.3
82	Tailoring	18	7	4.5	26	16.7	42	26.9	47	30.1	31	19.9	3.451	1.126	3	1.9
83	Wardrobe management (relating fabric, style, personality, use, and care)	10	2	1.3	10	6.4	52	33.3	58	37.2	32	20.5	3.701	.913	2	1.3
84	Patternmaking--drafting	88	52	33.3	41	26.3	36	23.1	17	10.9	8	5.1	2.273	1.186	2	1.3
85	Patternmaking--flat pattern	84	49	31.4	42	26.9	34	21.8	20	12.8	9	5.8	2.338	1.213	2	1.3
86	Patternmaking--draping	89	53	34.0	47	30.1	30	19.2	15	9.6	7	4.5	2.184	1.149	4	2.6
87	Alteration of ready-to-wear	54	15	9.6	32	20.5	59	37.8	40	25.6	9	5.8	2.974	1.041	1	.6
88	Remodeling and updating garments	57	17	10.9	32	20.5	62	39.7	32	20.5	12	7.7	2.935	1.076	1	.6
89	Care and maintenance of sewing equipment	13	8	5.1	17	10.9	47	30.1	49	31.4	34	21.8	3.542	1.103	1	.6
INDUSTRIAL CONSTRUCTION PROCESSES																
90	Machine sewing operations	92	62	39.7	47	30.1	22	14.1	12	7.7	9	5.8	2.072	1.182	4	2.6
91	Garment assembly processes	95	62	39.7	53	34.0	19	12.2	11	7.1	7	4.5	2.000	1.112	4	2.6
92	Pattern grading	98	68	43.6	52	33.3	16	10.3	11	7.1	4	2.6	1.881	1.035	5	3.2
93	Marker making	99	72	46.2	51	32.7	14	9.0	9	5.8	4	2.6	1.813	1.009	6	3.8
94	Relationship of styling, fabric, labor, and cost	96	64	41.0	50	32.1	25	16.0	7	4.5	6	3.8	1.954	1.060	4	2.6
95	Other		3	1.9	0	0.0	0	0.0	0	0.0	0	0.0	0.000	.000	153	98.1
CAREERS OR VOCATIONAL OPPORTUNITIES IN CLOTHING AND TEXTILES																
96	Knowledge of work opportunities	76	9	5.8	36	23.1	52	33.3	10	6.4	1	.6	2.611	.803	48	30.8
97	Sales	90	40	25.6	63	40.4	40	25.6	10	6.4	2	1.3	2.168	.929	1	.6
98	Custom dressmaker, alterationist, tailor	94	43	27.6	69	44.2	35	22.4	7	4.5	1	.6	2.058	.859	1	.6

69

Table 20 continued

Item No.	Concept	Rank	Very Poor 1 n	%	Poor 2 n	%	Adequate 3 n	%	Very Good 4 n	%	Exceptional 5 n	%	Mean	Standard	Omit	Percent
99	Drycleaner or laundry worker	97	43	27.6	69	44.2	35	22.4	7	4.5	1	.6	2.058	.859	1	.6
100	Boutique dressmaker, tailor, alterationist	93	41	26.3	67	42.9	40	25.6	6	3.8	1	.6	2.090	.853	1	.6
101	Wardrobe consultant	91	39	25.0	70	44.9	38	24.4	5	3.2	3	1.9	2.116	.887	1	.6
102	Avocational interests	83	24	15.4	47	30.1	48	30.8	8	5.1	4	2.6	2.397	.955	25	16.0
103	Other		2	1.3	1	.6	0	0.0	0	0.0	0	0.0	0.000	.000	153	98.1
OTHER KNOWLEDGE AND SKILLS (TEACHING)																
104	Methods of teaching clothing and textiles	20	4	2.6	14	9.0	67	42.9	50	32.1	20	12.8	3.439	.916	1	.6
105	Development of instructional materials for teaching clothing and textiles	26	5	3.2	18	11.5	69	44.2	47	30.1	16	10.3	3.329	.924	1	.6
106	Using intellectual skills in teaching clothing and textiles	30	9	5.8	14	9.0	72	46.2	41	26.3	17	10.9	3.281	.980	3	1.9
107	Other		0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.000	.000	156	100.0

APPENDIX C

Questionnaire

Clothing and Textile Teacher Preparation Survey

DIRECTIONS: On the following pages are listed clothing and textile concepts that you may or may not include in your curriculum. Please estimate the preparation you now have for teaching each concept. As you respond to each concept, please note the major orientation or context under which it is listed because it may influence how you respond.

To indicate preparation level, place a check ( ) in the appropriate column on the right to indicate your present level of preparation for teaching each item under the orientation or context listed. Each item should have only one response.

1. Very Poor -- Need extensive additional preparation to teach (courses and self-study needed)
2. Poor
3. Adequate -- Meet minimum requirements for teaching the concept or relationship
4. Very Good
5. Exceptional -- No additional preparation needed to teach/no coursework or self-study needed

For example:

If you estimate your preparation to teach the concept as very poor, check column 1. This means you need extensive additional preparation through coursework and self-study. If you estimate your preparation to teach the concept as exceptional, check column 5. This means you do not need any additional help, either from courses or self-study. If you estimate your preparation to be between 1 and 5, check the column that best indicates your level of preparation and need for courses and self-study.

CLOTHING AND TEXTILE TEACHER PREPARATION SURVEY

1. Very Poor
2. Poor
3. Adequate
4. Very Good
5. Exceptional

		Very Poor 1	Poor 2	Adequate 3	Very Good 4	Exceptional 5
	I. ASSESSING UNIQUE CLOTHING NEEDS AND WANTS OF THE INDIVIDUAL AND FAMILY MEMBER					
	A. Understanding basic human needs as they relate to clothing the individual and family member					
(1)	1. Physiological					
(2)	2. Sociological					
(3)	3. Psychological					
	B. Examine basic functions of clothing for individuals and families					
(4)	1. Maintenance of heat balance (comfort)					
(5)	2. Protection					
(6)	3. Health and safety					
(7)	4. Communicate (identity, individuality, acceptance, social role(s), and status(s))					
(8)	5. Aesthetic preference					
(9)	C. Other (specify):					
	II. SELECTING CLOTHING AND TEXTILES IN TERMS OF PHYSICAL, PSYCHOLOGICAL, AND ECONOMIC FACTORS					
	A. Relationship of physical, social, psychological, cultural, and economic meaning of clothing to individuals and families					
(10)	1. Meaning of clothing and textiles					
(11)	2. Interaction of cultural and family values					
(12)	3. Effect of cultural significance of clothing and influence on the individual					
(13)	4. Historical influences on selection (aesthetics and production)					
(14)	5. Influence of societal conditions on design and function					
(15)	6. Influence of technology on uniformity and variation					
(16)	7. Influence of peer group on selection					
(17)	8. Influence of cross-cultural communication					
(18)	9. Influence of family life styles on clothing preferences					
(19)	10. Relationship of clothing to self-concept and self-actualization					
(20)	11. Relationship of fashion and family clothing choice					
(21)	12. Other (specify):					

CLOTHING AND TEXTILE TEACHER PREPARATION SURVEY

1. Very Poor
2. Poor
3. Adequate
4. Very Good
5. Exceptional

		Very Poor 1	Poor 2	Adequate 3	Very Good 4	Exceptional 5
	B. Relationship of societal systems (i.e., business/industry, government, socio-cultural) to availability of clothing and textiles and famil, choices					
(22)	1. Influence of families on industrial production					
(23)	2. Effect of technological developments on design, fit, and availability					
(24)	3. Effect of mass media and advertising					
(25)	4. Effect of the fashion system					
(26)	5. Effect of legislation on availability and safety					
(27)	6. Relationship of supply and demand to family clothing selection					
(28)	7. Influences on method of clothing production					
(29)	8. Effect of social environments on family clothing selection					
(30)	9. Effect of family clothing decisions on other societal systems					
(31)	10. Effect of generational differences within families on clothing choices					
(32)	11. Effect of changes in social systems on family clothing choices					
(33)	12. Effect of family values on clothing management					
(34)	13. Other (specify):					
	III. ACQUISITION, USE, AND CARE OF CLOTHING AND TEXTILE PRODUCTS					
	Effect of technological and societal changes on acquisition and management of clothing and textile products					
	A. Acquisition					
(35)	1. Alternative methods of procuring					
(36)	2. Trends in consumption patterns					
(37)	3. Effect of technological developments in fabrication					
(38)	4. Influence of international trade					
(39)	5. Labeling and flammability legislation					
(40)	6. Standards for fabrics and quality of construction					
(41)	7. Sources of reliable information					
(42)	8. Decision making and use of information					
(43)	9. Purchasing (stores, shopping, price, cost, sales, credit)					
(44)	10. Other (specify):					

CLOTHING AND TEXTILE TEACHER PREPARATION SURVEY

1. Very Poor
2. Poor
3. Adequate
4. Very Good
5. Exceptional

		Very Poor 1	Poor 2	Adequate 3	Very Good 4	Exceptional 5
	B. Use and care (wardrobe management)					
(45)	1. Relating color, style, fabric, personality, and use					
(46)	2. Effect of textile fiber, structure, and finishes					
	3. Effect of cleaning method on performance and appearance					
(47)	a. laundering procedures					
(48)	b. laundering products					
(49)	c. spot and stain removal					
(50)	d. ironing and pressing					
(51)	4. Environmental concerns (energy and pollution)					
(52)	5. Characteristics that influence storage					
(53)	6. Effect of storage on appearance and performance					
	7. Recycling					
(54)	a. restyling					
(55)	b. renovating					
(56)	c. mending and repair					
	C. Tools, equipment, and supplies for construction, use, and care					
(57)	1. Selection					
(58)	2. Operation					
(59)	3. Care and cleaning					
(60	4. Safety					
	D. Selection, use, and care of textiles in the home					
(61)	1. Upholstered furniture					
(62)	2. Rugs and carpets					
(63)	3. Curtains and draperies					
(64)	4. Household linens					
(65)	E. Other (specify):					
	IV. CREATIVE EXPRESSION THROUGH AWARENESS OF FIBER AND TEXTILE ARTS					
(66)	A. Hand weaving					
(67)	B. Textile printing					
(68)	C. Needlework and other surface design techniques					

CLOTHING AND TEXTILE TEACHER PREPARATION SURVEY

1. Very Poor
2. Poor
3. Adequate
4. Very Good
5. Exceptional

		Very Poor 1	Poor 2	Adequate 3	Very Good 4	Exceptional 5
(69)	D. Meaning of textile arts to individual and families					
(70)	E. Contribution of textile arts to development of individual and family members					
(71)	F. Other (specify):					
	V. USEFUL KNOWLEDGE RELATED TO DESIGN, ALTERATION, AND CONSTRUCTION OF CLOTHING					
	A. Providing for special needs of individual family members					
(72)	1. Adapting ready-to-wear for weight changes or unusual body configurations					
(73)	2. Adjusting patterns for unusual body configurations (disabled, elderly, extreme stature, and weight problems)					
(74)	3. Adapting ready-to-wear garments for unusual occupational or recreational needs					
(75)	4. Adjusting patterns for unusual occupational or recreational needs					
(76)	5. Designing patterns for unusual body configurations, occupational, and recreational needs					
(77)	B. Upgrading quality of ready-to-wear					
	C. Occupational and wage earning training in the area of clothing and textiles					
(78)	1. Alteration of commercial patterns					
(79)	2. Basic techniques of garment construction (cut, sew, press)					
(80)	3. Advanced techniques of garment construction (intricate designs, custom finishes, use of interfacings, underlinings, linings)					
(81)	4. Fabric and pattern compatability					
(82)	5. Tailoring					
(83)	6. Wardrobe management (relating fabric, style, personality, use, and care)					
	7. Patternmaking					
(84)	a. drafting					
(85)	b. flat pattern					
(86)	c. draping					
(87)	8. Alteration of ready-to-wear					
(88)	9. Remodeling and updating garments					
(89)	10. Care and maintenance of sewing equipment					

CLOTHING AND TEXTILE TEACHER PREPARATION SURVEY

1. Very Poor
2. Poor
3. Adequate
4. Very Good
5. Exceptional

		Very Poor 1	Poor 2	Adequate 3	Very Good 4	Exceptional 5
	11. Industrial/occupational training					
(90)	a. machine sewing operations					
(91)	b. garment assembly processes					
(92)	c. pattern grading					
(93)	d. marker making					
(94)	e. relationship of styling, fabric, labor, and cost					
(95)	D. Other (specify):					
	VI. CAREERS OR VOCATIONAL OPPORTUNITIES IN CLOTHING AND TEXTILES					
(96)	A. Knowledge of work opportunities					
	B. Training for employment in					
(97)	1. Sales					
(98)	2. Custom dressmaker, alterationist, tailor					
(99)	3. Drycleaner or laundry worker					
(100)	4. Boutique dressmaker, tailor, alterationist					
(101)	5. Wardrobe consultant					
(102)	C. Avocational interests					
(103)	D. Other (specify):					
	VII. OTHER KNOWLEDGE AND SKILLS					
(104)	A. Methods of teaching clothing and textiles					
(105)	B. Development of instructional materials for teaching clothing and textiles					
(106)	C. Using intellectual skills in teaching clothing and textiles					
(107)	D. Others (specify):					

PLEASE CHECK TO SEE IF YOU HAVE RESPONDED TO EACH ITEM. THANK YOU VERY MUCH FOR PARTICIPATING IN THIS STUDY.

In order to describe the survey populations and analyze data, please answer the following questions about yourself.

(108) I teach clothing and textile courses in a (check only one):
_____ Middle School (5-6-7-8)
_____ Junior High (7-8-9)
_____ Senior High (10-11-12)
_____ Junior and Senior High (7-8-9-10-11-12)
_____ High School (9-10-11-12)
_____ Other (specify): _____

(109) My highest degree is (check only one):
_____ Bachelor's
_____ Bachelor's + 15
_____ Master's
_____ Master's + 15
_____ Doctor's
_____ Other (specify): _____

(110) If you completed a minor or concentration along with your undergraduate home education degree, please list:
Minor or concentration: _____
Year received: _____ Where: _____

(111) If you have a graduate degree, list the major(s) you completed:
Master's: _____
Year received: _____ Where: _____
Doctor's: _____
Year received: _____ Where: _____

(112) List the minor(s) you completed for your graduate degree:
Master's: _____
Year received: _____ Where: _____
Doctor's: _____
Year received: _____ Where: _____

(113) Check years of teaching clothing and textile courses in secondary schools. Do not include student or intern teaching.
_____ less than one year
_____ 1 year
_____ 2-5 years
_____ 6-10 years
_____ 11 or more years

(114) Where is the school you teach in located?
_____ Farm
_____ Rural, non-farm
_____ Small community (25,000 or less)
_____ City (over 25,000)
_____ Big city (over 100,000)

(115) Are you a member of (check all that apply)?
_____ AHEA, WHEA
_____ WHEESE
_____ AVA
_____ WAVAE
_____ NEA-Home Economics
_____ Other (specify): _____

(116) What is the enrollment of your school?

_____ 600 or less
_____ 601 to 1999
_____ 2000 or more

(117) Are you interested in a seminar or workshop on new orientations to teaching clothing and textiles?

_____ Yes
_____ No
_____ Maybe

(118) Please check the location you prefer for in-service assistance with new clothing orientations?

_____ Campus
_____ Near my home with teacher present
_____ Near my home by television

(119) If your response to question 118 was campus, list schools in order of preference that you would like to attend. If you have no preference, check undecided.

_____ First choice _____
_____ Second choice _____
_____ Undecided

(120) What suggestions do you have for planning a clothing and textiles curriculum for home economics education majors?

PLEASE CHECK TO SEE IF YOU HAVE RESPONDED TO EACH ITEM. THANK YOU VERY MUCH FOR PARTICIPATING IN THIS STUDY. PLEASE RETURN THE SURVEY BY JANUARY 20, 1983.

Carol Siewert, Ph.D.
Administrator
Apparel, Textiles and Design
University of Wisconsin-Stout
Menomonie, Wisconsin

Mary Frances Holman, Ph.D.
Human Services Department
University of Wisconsin-Stout
Menomonie, Wisconsin

APPENDIX D

Cover Letter

SCHOOL OF HOME ECONOMICS
UNIVERSITY OF WISCONSIN
STOUT
MENOMONIE WISCONSIN 54751
(715-232-2113)

January 3, 1983

As part of a research study, we are conducting an investigation to determine how prepared home economics teachers are in various clothing and textile orientations. The main question of this study is to determine what clothing and textiles programs that prepare home economics teachers should be like as we move into the next decade and the year 2000.

The Wisconsin Home Economics Association and the Department of Apparel, Textiles and Design at the University of Wisconsin-Stout have each provided funds for this study. Since the Department of Public Instruction has developed new certification standards which demand that home economics teachers be prepared in a different way, it is important to identify pre-service and in-service needs related to various clothing and textile orientations.

Your assistance will be most valuable in acquiring information about preparation for various orientations and concepts in the clothing and textile area. It will take about 20 minutes to complete the questionnaire. Enclosed is a stamped, self-addressed envelope for your convenience in returning the completed questionnaire. We would appreciate having your responses by January 20, 1983.

If clothing and textiles are NOT taught in your school, please write "no courses offered" at the top of the questionnaire and return it in the enclosed envelope. Thank you very much for your thoughtful responses to the statements.

Sincerely,

Carol Siewert

Carol Siewert, Ph.D.
Administrator
Apparel, Textiles and Design Department
University of Wisconsin-Stout

Mary Fran Holman

Mary Frances Holman, Ph.D.
Human Services Department
University of Wisconsin-Stout

UNIVERSITY OF WISCONSIN-STOUT IS AN EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION UNIVERSITY.

APPENDIX E

Tables — Complete Report of Data

Table 21

Highest Degree: Group Means, and F Ratios

Item No.	Item	Bachelor's n	Bachelor's $\bar{x}$	Bachelor's +15 n	Bachelor's +15 $\bar{x}$	Master's n	Master's $\bar{x}$	Master's +15 n	Master's +15 $\bar{x}$	Grand Mean	F Ratio	Significance Level
ASSESSING UNIQUE CLOTHING NEEDS AND WANTS												
1	Physiological	58	3.121	53	3.283	30	3.400	14	3.429	3.258	0.932	.571
2	Sociological	57	3.123	53	3.151	30	3.300	14	3.429	3.195	0.688	.564
3	Psychological	58	3.103	53	3.170	30	3.233	14	3.429	3.181	0.554	.650
4	Maintenance of heat balance (comfort)	58	3.069	53	3.264	31	3.193	14	3.143	3.167	0.435	.732
5	Protection	58	3.155	53	3.358	31	3.355	14	3.500	3.295	0.891	.550
6	Health and safety	57	3.123	53	3.321	31	3.290	13	3.538	3.260	0.966	.588
7	Communicate (identity, individuality, acceptance, social role(s), and status(s)	58	3.224	52	3.442	31	3.452	14	3.643	3.381	1.278	.283
8	Aesthetic preference	58	3.328	51	3.431	29	3.448	14	3.714	3.421	0.846	.527
9	Other	0	0.000	0	0.000	0	0.000	0	0.000	0.000	0.000	.000
SELECTING CLOTHING AND TEXTILES: MEANING OF CLOTHING												
10	Meaning of clothing and textiles	58	3.310	53	3.283	31	3.161	14	3.429	3.282	0.353	.790
11	Interaction of cultural and family values	58	3.000	53	3.075	30	3.000	14	3.286	3.052	0.431	.735
12	Effect of cultural significance of clothing and influence on the individual	58	2.983	51	2.922	30	3.233	13	3.385	3.046	1.321	.269
13	Historical influences on selection (aesthetics and production)	58	2.759	52	2.692	31	3.355	14	3.143	2.890	3.862	.011**
14	Influence of societal conditions on design and function	57	3.017	53	2.887	30	3.167	14	3.071	3.006	0.646	.590
15	Influence of technology on uniformity and variation	57	2.789	53	2.868	31	3.193	14	3.071	2.923	1.584	.194
16	Influence of peer group on selection	58	3.465	52	3.519	30	3.600	14	3.643	3.526	0.297	.829
17	Influence of cross-cultural communication	57	2.684	53	2.811	31	2.968	14	3.143	2.826	1.418	.239
18	Influence of family life styles on clothing preferences	58	3.379	53	3.340	31	3.355	14	3.429	3.365	0.059	.980
19	Relationship of clothing to self-concept and self-actualization	57	3.421	53	3.415	31	3.548	14	3.714	3.471	0.657	.583
20	Relationship of fashion and family clothing choice	58	3.328	53	3.283	31	3.452	14	3.429	3.346	0.384	.768
21	Other	0	0.000	0	0.000	1	3.000	1	4.000	3.500	0.000	1.000

Table 21 continued

Item No.	Item	Bachelor's n	Bachelor's $\bar{x}$	Bachelor's +15 n	Bachelor's +15 $\bar{x}$	Master's n	Master's $\bar{x}$	Master's +15 n	Master's +15 $\bar{x}$	Grand Mean	F Ratio	Significance Level
22	Influence of families on industrial production	57	2.368	52	2.635	31	2.419	14	2.786	2.506	1.752	.157
23	Effect of technological developments on design, fit, and availability	58	2.362	52	2.769	31	2.677	14	2.714	2.593	2.630	.051**
24	Effect of mass media and advertising	58	3.052	52	3.288	31	3.193	14	3.429	3.193	1.104	.350
25	Effect of the fashion system	58	2.776	51	3.026	30	2.933	14	3.071	2.915	0.766	.518
26	Effect of legislation on availability and safety	58	2.414	52	2.577	30	2.600	14	2.786	2.539	0.883	.546
27	Relationship of supply and demand to family clothing selection	58	2.845	53	2.981	31	2.935	14	3.429	2.961	2.011	.113
28	Influences on method of clothing production	56	2.500	52	2.846	29	2.724	14	3.000	2.709	2.249	.084*
29	Effect of social environments on family clothing selection	58	3.052	52	3.115	30	3.033	14	3.214	3.084	0.233	.874
30	Effect of family clothing decisions on other societal systems	58	2.569	52	2.788	31	2.677	14	2.857	2.690	0.777	.511
31	Effect of generational differences within families on clothing choices	58	2.879	53	3.000	31	2.839	14	3.000	2.923	0.317	.815
32	Effect of changes in social systems on family clothing choices	58	2.724	50	2.860	31	2.710	14	3.071	2.797	0.819	.512
33	Effect of family values on clothing management	58	3.155	53	3.170	31	3.161	14	3.429	3.186	0.521	.673
34	Other	0	0.000	1	1.000	0	0.000	0	0.000	1.000	0.000	1.000
ACQUISITION OF CLOTHING AND TEXTILES												
35	Alternative methods of procuring	58	2.621	52	2.846	31	2.806	14	3.071	2.774	0.974	.916
36	Trends in consumption patterns	58	2.431	52	2.654	31	2.581	14	3.143	2.600	2.427	.066*
37	Effect of technological developments in fabrication	58	2.276	51	2.471	30	2.567	14	2.929	2.457	2.71	.046**
38	Influence of international trade	58	2.086	52	2.250	31	2.258	14	2.714	2.232	2.1	.093*
39	Labeling and flammability legislation	58	2.879	52	3.250	31	3.032	13	3.385	3.078	1.999	.115
40	Standards for fabrics and quality of construction	57	2.947	50	3.160	30	2.833	14	3.500	3.046	1.917	.128
41	Sources of reliable information	58	2.931	52	3.077	31	3.129	14	3.429	3.064	1.206	.309
42	Decision making and use of information	57	3.035	51	3.314	31	3.161	14	3.571	3.203	1.816	.145
43	Purchasing (stores, shopping, price, cost, sales, credit)	58	3.379	52	3.711	31	3.419	14	3.929	3.548	2.405	.068*
44	Other	1	4.000	1	2.000	0	0.000	0	0.000	3.000	0.000	1.000

Table 21 continued

Item No.	Item	Bachelor's n	Bachelor's $\bar{x}$	Bachelor's +15 n	Bachelor's +15 $\bar{x}$	Master's n	Master's $\bar{x}$	Master's +15 n	Master's +15 $\bar{x}$	Grand Mean	F Ratio	Significance Level
ACQUISITION, USE, AND CARE OF CLOTHING AND TEXTILES												
45	Relating color, style, fabric, personality, and use	58	3.621	53	3.849	31	3.806	14	3.857	3.756	0.930	.570
46	Effect of textile fiber, structure, and finishes	58	3.569	50	3.700	31	3.839	14	4.000	3.706	1.298	.276
47	Laundering procedures	58	3.500	52	3.692	31	3.548	14	3.714	3.593	0.512	.679
48	Laundering products	58	3.414	53	3.604	31	3.419	14	3.786	3.513	0.836	.521
49	Spot and stain removal	58	3.310	53	3.604	31	3.613	14	3 643	3.500	1.177	.320
50	Ironing and pressing	58	3.621	52	3.750	31	3.839	14	3.714	3.716	0.419	.743
51	Environmental concerns (ernegy and pollution)	58	2.603	52	3.019	31	2.935	14	3.000	2.845	1.879	.134
52	Characteristics that influence storage	57	3.210	53	3.264	31	3.161	13	3.231	3.221	0.082	.969
53	Effect of storage on appearance and performance	57	3.316	52	3.269	30	3.267	14	3.357	3.294	0.043	.987
54	Recycling--restyling	58	2.828	53	3.170	31	2.839	14	3.357	2.994	1.728	.162
55	Recycling--renovating	58	2.828	53	3.226	31	2.677	14	3.357	2.981	2.712	.046**
56	Recycling--mending and repair	57	3.193	53	3.509	31	3.193	14	3.643	3.342	1.515	.211
ACQUISITION, USE, AND CARE OF TOOLS AND EQUIPMENT												
57	Selection	57	3.754	53	3.811	31	3.903	14	4.071	3.832	0.546	.656
58	Operation	58	3.862	53	3.849	31	3.871	14	4.143	3.885	0.449	.722
59	Care and cleaning	58	3.690	53	3.811	31	3.677	14	4.071	3.763	0.710	.550
60	Safety	57	3.912	53	3.774	31	3.645	14	4.143	3.832	1.149	.331
SELECTION, USE, AND CARE OF TEXTILES IN THE HOME												
61	Upholstered furniture	58	2.569	53	3.057	31	2.806	14	3.214	2.840	2.697	.047**
62	Rugs and carpets	58	2.621	53	3.075	31	2.839	14	3.214	2.872	2.273	.081*
63	Curtains and draperies	58	2.707	53	3.094	31	2.935	14	3.286	2.936	1.965	.136
64	Household linens	58	2.879	53	3.245	31	2.968	14	3.357	3.064	1.552	.202
65	Other	1	1.000	4	2.000	0	0.000	0	0.000	1.800	0.067	.971

Table 21 continued

Item No.	Item	Bachelor's n	Bachelor's $\bar{x}$	Bachelor's +15 n	Bachelor's +15 $\bar{x}$	Master's n	Master's $\bar{x}$	Master's +15 n	Master's +15 $\bar{x}$	Grand Mean	F Ratio	Significance Level
CREATIVE EXPRESSION THROUGH FIBER AND TEXTILE ARTS												
66	Hand weaving	58	2.017	51	2.451	31	2.452	14	2.571	2.299	1.917	.128
67	Textile printing	58	1.914	51	2.294	31	2.484	14	2.571	2.214	2.852	.038**
68	Needlework and other surface design techniques	58	3.138	52	3.154	31	3.064	14	3.500	3.161	0.407	.752
69	Meaning of textile arts to individual and families	58	2.534	53	2.887	31	2.806	14	3.071	2.756	1.702	.167
70	Contribution of textile arts to development of individual and family members	58	2.534	53	2.943	31	2.871	14	3.071	2.788	1.964	.120
71	Other	0	0.000	1	5.000	0	0.000	0	0.000	5.000	0.000	1.000
DESIGN, ALTERATION, AND CONSTRUCTION: PROVIDING FOR SPECIAL NEEDS												
72	Adapting ready-to-wear for weight changes or unusual body configurations	58	2.879	53	2.981	31	2.742	14	3.071	2.904	0.519	.674
73	Adjusting patterns for unusual body configurations (disabled, elderly, extreme stature, and weight problems)	58	2.793	53	3.094	31	2.548	14	3.071	2.872	2.113	.099*
74	Adapting ready-to-wear garments for unusual occupational or recreational needs	58	2.552	53	2.792	31	2.484	14	2.786	2.641	0.930	.570
75	Adjusting patterns for unusual occupational or recreational needs	58	2.569	52	2.788	29	2.552	14	2.857	2.667	0.689	.564
76	Designing patterns for unusual body configurations, ocuppational, and recreational needs	58	2.190	53	2.623	31	2.258	14	2.857	2.410	2.746	.044**
UPGRADING QUALITY OF READY-TO-WEAR												
77	Upgrading quality of ready-to-wear	45	2.867	39	2.923	20	2.850	8	3.500	2.929	1.085	.359
OCCUPATIONAL AND WAGE EARNING TRAINING												
78	Alteration of commercial patterns	58	3.069	52	3.211	31	2.968	14	2.500	3.045	1.503	.215
79	Basic techniques of garment construction (cut, sew, press)	58	4.121	52	4.077	30	4.000	14	3.500	4.026	1.445	.231
80	Advanced techniques of garment construction (intricate designs, custom finishes, use of interfacings, underlinings, linings)	58	3.690	52	3.769	31	3.774	13	3.461	3.714	0.311	.819
81	Fabric and pattern compatability	58	3.828	52	3.923	30	3.867	14	3.500	3.838	0.722	.543

Table 21 continued

Item No.	Item	Bachelor's n	Bachelor's $\bar{x}$	Bachelor's +15 n	Bachelor's +15 $\bar{x}$	Master's n	Master's $\bar{x}$	Master's +15 n	Master's +15 $\bar{x}$	Grand Mean	F Ratio	Significance Level
82	Tailoring	58	3.328	50	3.480	31	3.677	14	3.357	3.451	0.685	.566
83	Wardrobe management (relating fabric, style, personality, use, and care)	58	3.655	52	3.750	30	3.733	14	3.643	3.701	0.127	.943
84	Patternmaking--drafting	58	1.931	52	2.519	30	2.400	14	2.500	2.273	2.712	.046**
85	Patternmaking--flat pattern	58	2.086	52	2.519	30	2.467	14	2.429	2.338	1.360	.256
86	Patternmaking--draping	58	1.931	52	2.460	30	2.300	14	2.357	2.184	2.942	.034**
87	Alteration of ready-to-wear	58	2.828	52	3.135	31	3.000	14	2.929	2.974	0.802	.503
88	Remodeling and updating garments	58	2.776	52	3.096	31	2.774	14	3.357	2.935	1.777	.152
89	Care and maintenance of sewing equipment	58	3.483	52	3.697	31	3.323	14	3.714	3.542	0.893	.551
INDUSTRIAL CONSTRUCTION PROCESSES												
90	Machine sewing operations	57	2.017	52	2.173	29	2.000	14	2.071	2.072	0.198	.897
91	Garment assembly processes	57	1.965	52	2.135	29	1.828	14	2.000	2.000	0.497	.689
92	Pattern grading	56	1.732	52	2.115	29	1.724	14	1.929	1.881	1.511	.213
93	Marker making	57	1.632	51	2.078	29	1.724	13	1.769	1.813	1.894	.132
94	Relationship of styling, fabric, labor, and cost	57	1.842	52	2.173	29	1.759	14	2.000	1.954	1.289	.279
95	Other	0	0.000	2	1.000	0	0.000	1	1.000	1.000	0.000	1.000
CAREERS OR VOCATIONAL OPPORTUNITIES IN CLOTHING AND TEXTILES												
96	Knowledge of work opportunities	34	2.559	39	2.590	26	2.769	9	2.444	2.611	0.510	.680
97	Sales	58	2.051	53	2.207	30	2.300	14	2.214	2.168	0.540	.660
98	Custom dressmaker, alterationist, tailor	58	1.914	53	2.075	30	2.267	14	2.143	2.058	1.183	.318
99	Drycleaner or laundry worker	58	1.845	53	1.924	30	2.000	14	2.071	1.923	0.398	.758
100	Boutique dressmaker, tailor, alterationist	58	1.897	53	2.151	30	2 267	14	2.286	2.090	1.775	.153
101	Wardrobe consultant	58	2.034	53	2.132	30	2.167	14	2.286	2.116	0.366	.781
102	Avocational interests	48	2.167	47	2.574	24	2.500	12	2.417	2.397	1.577	.197
103	Other	1	2.000	1	1.000	0	0.000	1	1.000	1.333	0.000	1.000

Table 21 continued

Item No.	Item	Bachelor's n	Bachelor's x̄	Bachelor's +15 n	Bachelor's +15 x̄	Master's n	Master's x̄	Master's +15 n	Master's +15 x̄	Grand Mean	F Ratio	Significance Level
OTHER KNOWLEDGE AND SKILLS (TEACHING)												
104	Methods of teaching clothing and textiles	57	3.228	53	3.509	31	3.548	14	3.786	3.439	1.949	.123
105	Development of instructional materials for teaching clothing and textiles	57	3.123	53	3.377	31	3.387	14	3.857	3.329	2.626	.051*
106	Using intellectual skills in teaching clothing and textiles	55	3.236	53	3.340	31	3.226	14	3.357	3.281	0.159	.923
107	Other	0	0.000	0	0.000	0	0.000	0	0.000	0.000	0.000	1.000

*** $p < .01$ ** $p < .05$ * $p < .10$

Table 22

Teaching Experience: Group Means, and F Ratios

Item No.	Item	1 year or less n	1 year or less $\bar{x}$	2-5 years n	2-5 years $\bar{x}$	6-10 years n	6-10 years $\bar{x}$	11 or more years n	11 or more years $\bar{x}$	Grand Mean	F Ratio	Significance Level
ASSESSING UNIQUE CLOTHING NEEDS AND WANTS												
1	Physiological	14	2.929	38	3.342	38	3.210	65	3.308	3.258	0.885	.547
2	Sociological	14	2.786	38	3.289	37	3.135	65	3.261	3.195	1.450	.229
3	Psychological	14	2.857	38	3.289	38	3.105	65	3.231	3.181	0.990	.599
4	Maintenance of heat balance (comfort)	14	3.071	38	3.263	38	3.132	66	3.151	3.167	0.216	.885
5	Protection	14	2.929	38	3.500	38	3.316	66	3.242	3.295	1.623	.185
6	Health and safety	14	2.857	38	3.421	38	3.289	64	3.234	3.260	1.409	.241
7	Communicate (identity, individuality, acceptance, social role(s), and status(s)	14	3.214	37	3.676	38	3.342	66	3.273	3.381	2.103	.101
8	Aesthetic preference	14	3.571	37	3.703	36	3.389	65	3.246	3.421	2.663	.050**
9	Other	0	0.000	0	0.000	0	0.000	0	0.000	0.000	0.000	.000
SELECTING CLOTHING AND TEXTILES: MEANING OF CLOTHING												
10	Meaning of clothing and textiles	14	2.929	38	3.210	38	3.368	66	3.348	3.282	1.128	.339
11	Interaction of cultural and family values	14	2.714	38	3.132	38	3.026	65	3.092	3.052	0.828	.517
12	Effect of cultural significance of clothing and influence on the individual	14	2.786	37	3.135	36	3.056	65	3.046	3.046	0.454	.719
13	Historical influences on selection (aesthetics and production)	14	2.714	38	2.974	38	2.737	65	2.969	2.890	0.683	.567
14	Influence of societal conditions on design and function	14	2.643	38	3.263	38	2.974	64	2.953	3.006	1.901	.130
15	Influence of technology on uniformity and variation	14	2.643	38	3.053	38	2.868	65	2.938	2.923	0.775	.513
16	Influence of peer group on selection	14	3.143	38	3.710	37	3.540	65	3.492	3.526	1.845	.140
17	Influence of cross-cultural communication	14	2.286	38	2.947	37	2.757	66	2.909	2.826	2.394	.069*
18	Influence of family life styles on clothing preferences	14	2.929	38	3.474	38	3.342	66	3.409	3.365	1.903	.130
19	Relationship of clothing to self-concept and self-actualization	14	2.929	38	3.658	37	3.460	66	3.485	3.471	2.831	.039**
20	Relationship of fashion and family clothing choice	14	2.929	38	3.553	38	3.290	66	3.349	3.346	2.490	.061*
21	Other	0	0.000	0	0.000	0	0.000	2	3.500	3.500	0.000	1.000

Table 22 continued

Item No.	Item	1 year or less n	1 year or less $\bar{x}$	2-5 years n	2-5 years $\bar{x}$	6-10 years n	6-10 years $\bar{x}$	11 or more years n	11 or more years $\bar{x}$	Grand Mean	F Ratio	Significance level
SELECTING CLOTHING AND TEXTILES: SOCIETAL SYSTEMS, AVAILABILITY, AND CHOICE												
22	Influence of families on industrial production	14	2.143	38	2.421	38	2.448	64	2.672	2.507	2.169	.093*
23	Effect of technological developments on design, fit, and availability	14	2.357	38	2.447	38	2.553	65	2.754	2.593	1.674	.173
24	Effect of mass media and advertising	14	2.857	38	3.368	38	3.026	65	3.261	3.193	1.914	.128
25	Effect of the fashion system	14	2.571	37	2.946	38	2.947	64	2.953	2.915	0.685	.566
26	Effect of legislation on availability and safety	14	2.357	17	2.297	38	2.474	65	2.754	2.539	2.718	.046**
27	Relationship of supply and demand to family clothing selection	14	2.571	38	2.842	38	2.947	66	3.121	2.962	2.270	.081*
28	Influences on method of clothing production	14	2.357	37	2.730	37	2.622	63	2.825	2.709	1.382	.249
29	Effect of social environments on family clothing selection	14	2.786	38	3.158	37	3.027	65	3.118	3.084	0.980	.554
30	Effect of family clothing decisions on other societal systems	14	2.214	38	2.816	37	2.514	66	2.818	2.690	2.770	.043**
31	Effect of generational differences within families on clothing choices	14	2.571	38	2.895	38	2.842	66	3.061	2.923	1.451	.229
32	Effect of changes in social systems on family clothing choices	14	2.357	37	2.784	36	2.778	66	2.909	2.797	1.649	.179
33	Effect of family values on clothing management	14	2.714	38	3.263	38	3.184	66	3.242	3.186	2.091	.102
34	Other	0	0.000	1	1.000	0	0.000	0	0.000	1.000	0.000	1.000
ACQUISITION OF CLOTHING AND TEXTILES												
35	Alternative methods of procuring	14	2.643	38	2.684	38	2.789	65	2.846	2.774	0.296	.830
36	Trends in consumption patterns	14	2.286	38	2.553	38	2.579	65	2.708	2.600	0.888	.549
37	Effect of technological developments in fabrication	14	2.429	38	2.342	37	2.324	64	2.609	2.457	1.299	.276
38	Influence of international trade	14	1.857	38	2.184	38	2.079	65	2.431	2.232	2.665	.049**
39	Labeling and flammability legislation	14	2.929	38	2.895	37	3.000	65	3.261	3.078	1.551	.202
40	Standards for fabrics and quality of construction	14	2.571	38	2.842	36	3.111	63	3.238	3.046	2.570	.056*
41	Sources of reliable information	14	2.571	38	2.868	38	3.053	65	3.292	3.065	3.426	.018**
42	Decision making and use of information	14	2.857	38	3.000	37	3.324	64	3.328	3.203	2.087	.103

Table 22 continued

Item No.	Item	1 year or less		2-5 years		6-10 years		11 or more years		Grand Mean	F Ratio	Significance Level
		n	$\bar{x}$	n	$\bar{x}$	n	$\bar{x}$	n	$\bar{x}$			
43	Purchasing (stores, shopping, price, cost, sales, credit)	14	2.929	38	3.552	38	3.526	65	3.692	3.548	2.935	.035**
44	Other	0	0.000	0	0.000	0	0.000	2	3.000	3.000	0.000	1.000
ACQUISITION, USE, AND CARE OF CLOTHING AND TEXTILES												
45	Relating color, style, fabric, personality, and use	14	3.358	38	3.895	38	3.605	66	3.849	3.756	2.407	.068*
46	Effect of textile fiber, structure, and finishes	14	3.429	38	3.658	37	3.676	64	3.812	3.706	0.817	.540
47	Laundering procedures	13	3.000	38	3.658	38	3.579	66	3.682	3.594	2.168	.093*
48	Laundering products	14	3.000	38	3.543	38	3.500	66	3.606	3.513	1.579	.195
49	Spot and stain removal	14	2.786	38	3.553	38	3.500	66	3.621	3.500	3.001	.032**
50	Ironing and pressing	14	3.000	38	3.790	37	3.838	66	3.758	3.716	3.390	.019**
51	Environmental concerns (energy and pollution)	14	2.071	38	2.790	38	2.947	65	2.985	2.845	3.548	.016**
52	Characteristics that influence storage	14	2.643	37	3.216	38	3.421	65	3.231	3.221	2.458	.064*
53	Effect of storage on appearance and performance	14	2.714	38	3.263	38	3.553	63	3.286	3.294	2.405	.068*
54	Recycling--restyling	14	2.571	38	2.921	38	3.000	66	3.121	2.994	1.103	.350
55	Recycling--renovating	14	2.643	38	2.868	38	3.026	66	3.091	2.981	0.823	.614
56	Recycling--mending and repair	14	3.000	38	3.237	37	3.432	66	3.424	3.342	0.894	.552
ACQUISITION, USE, AND CARE OF TOOLS AND EQUIPMENT												
57	Selection	14	3.714	38	3.658	38	4.000	65	3.861	3.832	1.028	.383
58	Operation	14	3.857	38	3.684	38	4.053	66	3.909	3.885	1.164	.325
59	Care and cleaning	14	3.643	38	3.579	38	3.947	66	3.788	3.763	1.011	.391
60	Safety	14	3.714	38	3.658	37	4.081	66	3.818	3.832	1.415	.239
SELECTION, USE, AND CARE OF TEXTILES IN THE HOME												
61	Upholstered furniture	14	2.357	38	2.684	38	2.842	66	3.030	2.840	2.002	.115
62	Rugs and carpets	14	2.357	38	2.737	38	2.868	66	3.061	2.872	2.028	.111
63	Curtains and draperies	14	2.358	38	2.842	38	2.921	66	3.121	2.936	2.254	.083*
64	Household linens	14	2.643	38	2.947	38	3.053	66	3.228	3.064	1.415	.239
65	Other	0	0.000	2	2.000	2	1.000	1	3.000	1.800	0.467	.761

Table 22 continued

Item No.	Item	1 year or less n	1 year or less $\bar{x}$	2-5 years n	2-5 years $\bar{x}$	6-10 years n	6-10 years $\bar{x}$	11 or more years n	11 or more years $\bar{x}$	Grand Mean	F Ratio	Significance Level
CREATIVE EXPRESSION THROUGH FIBER AND TEXTILE ARTS												
66	Hand weaving	14	1.714	38	2.316	37	2.243	65	2.446	2.299	1.596	.191
67	Textile printing	14	1.643	38	2.000	37	2.243	65	2.446	2.214	2.928	.035**
68	Needlework and other surface design techniques	14	2.786	38	3.237	38	3.263	65	3.138	3.161	0.553	.651
69	Meaning of textile arts to individual and families	14	2.143	38	2.711	38	2.790	66	2.894	2.756	2.183	.091*
70	Contribution of textile arts to development of individual and family members	14	2.071	38	2.816	38	2.842	66	2.894	2.789	2.525	.059*
71	Other	0	0.000	0	0.000	1	5.000	0	0.000	5.000	0.000	1.000
DESIGN, ALTERATION, AND CONSTRUCTION: PROVIDING FOR SPECIAL NEEDS												
72	Adapting ready-to-wear for weight changes or unusual body configurations	14	2.714	38	3.158	38	2.868	66	2.818	2.964	1.177	.320
73	Adjusting patterns for unusual body configurations (disabled, elderly, extreme stature, and weight problems)	14	3.000	38	3.000	38	2.763	66	2.8	2.872	0.422	.741
74	Adapting ready-to-wear garments for unusual occupational or recreational needs	14	2.786	38	2.737	38	2.500	66	2.636	2.641	0.471	.707
75	Adjusting patterns for unusual occupational or recreational needs	14	2.857	37	2.703	37	2.513	65	2.692	2.667	0.454	.719
76	Designing patterns for unusual body configurations, occupational, and recreational needs	14	2.286	38	2.368	38	2.342	66	2.500	2.410	0.298	.829
UPGRADING QUALITY OF READY-TO-WEAR												
77	Upgrading quality of ready-to-wear	12	2.583	29	2.793	27	2.963	44	3.091	2.929	1.179	.321
OCCUPATIONAL AND WAGE EARNING TRAINING												
78	Alteration of commercial patterns	14	2.786	38	3.105	38	3.132	65	3.015	3.045	0.359	.786
79	Basic techniques of garment construction (cut, sew, press)	14	4.000	38	4.053	38	4.263	64	3.875	4.026	1.148	.332
80	Advanced techniques of garment construction (intricate designs, custom finishes, use of interfacings, underlinings, linings)	13	3.538	38	3.632	38	4.026	65	3.615	3.714	1.400	.244
81	Fabric and pattern compatability	14	3.500	38	3.763	38	3.974	64	3.875	3.838	0.940	.575

Table 22 continued

Item No.	Item	1 year or less n	1 year or less $\bar{x}$	2-5 years n	2-5 years $\bar{x}$	6-10 years n	6-10 years $\bar{x}$	11 or more years n	11 or more years $\bar{x}$	Grand Mean	F Ratio	Significance Level
82	Tailoring	14	3.214	38	3.316	36	3.528	65	3.538	3.451	0.567	.642
83	Wardrobe management (relating fabric, style, personality, use, and care)	14	3.214	38	3.684	38	3.816	64	3.750	3.701	1.602	.190
84	Patternmaking--drafting	14	2.214	38	2.184	38	2.237	64	2.359	2.213	0.203	.894
85	Patternmaking--flat pattern	14	2.286	38	2.263	38	2.316	64	2.406	2.338	0.126	.944
86	Patternmaking--draping	13	1.923	38	2.132	38	2.105	63	2.317	2.184	0.583	.631
87	Alteration of ready-to-wear	14	2.643	38	2.842	38	2.921	65	3.154	2.974	1.356	.257
88	Remodeling and updating garments	14	2.714	38	2.789	38	2.842	65	2.123	2.935	1.182	.318
89	Care and maintenance of sewing equipment	14	3.429	38	3.474	38	3.737	65	3.492	3.542	0.529	.667
INDUSTRIAL CONSTRUCTION PROCESSES												
90	Machine sewing operations	14	1.643	37	2.108	37	1.865	64	2.266	2.072	1.587	.194
91	Garment assembly processes	14	1.643	37	2.000	37	1.784	64	2.203	2.000	1.670	.174
92	Pattern grading	14	1.643	37	1.892	36	1.694	64	2.031	1.881	1.082	.359
93	Marker making	14	1.500	37	1.730	36	1.694	63	2.000	1.813	1.422	.237
94	Relationship of styling, fabric, labor, and cost	14	1.571	37	2.000	37	1.757	64	2.125	1.954	1.624	.185
95	Other	1	1.000	1	1.000	1	1.000	0	0.000	1.000	0.000	1.000
CAREERS OR VOCATIONAL OPPORTUNITIES IN CLOTHING AND TEXTILES												
96	Knowledge of work opportunities	9	2.556	26	2.615	27	2.593	46	2.630	2.611	0.027	.993
97	Sales	14	2.071	38	2.210	38	1.974	65	2.277	2.168	0.922	.566
98	Custom dressmaker, alterationist, tailor	14	2.000	38	2.079	38	2.000	65	2.092	2.058	0.118	.948
99	Drycleaner or laundry worker	14	1.643	38	2.000	38	1.921	65	1.938	1.923	0.638	.596
100	Boutique dressmaker, tailor, alterationist	14	2.071	38	2.000	38	2.105	65	2.138	2.090	0.213	.888
101	Wardrobe consultant	14	1.929	38	2.026	38	2.079	65	2.231	2.116	0.714	.548
102	Avocational interests	12	2.333	33	2.333	30	2.367	56	2.464	2.397	0.165	.919
103	Other	1	1.000	1	2.000	1	1.000	0	0.000	1.333	0.000	1.000

Table 22 continued

Item No.	Item	1 year or less n	1 year or less $\bar{x}$	2-5 years n	2-5 years $\bar{x}$	6-10 years n	6-10 years $\bar{x}$	11 or more years n	11 or more years $\bar{x}$	Grand Mean	F Ratio	Significance Level
OTHER KNOWLEDGE AND SKILLS (TEACHING)												
104	Methods of teaching clothing and textiles	14	2.571	37	3.405	38	3.632	66	3.530	3.439	5.365	.002***
105	Development of instructional materials for teaching clothing and textiles	14	2.857	37	3.324	38	3.447	66	3.364	3.329	1.461	.226
106	Using intellectual skills in teaching clothing and textiles	14	2.857	37	3.216	38	3.316	64	3.391	3.281	1.207	.309
107	Other	0	0.000	0	0.000	0	0.000	0	0.000	0.000	0.000	.000

*** $p < .01$ ** $p < .05$ * $p < .10$

Table 23

Type of School: Group Means, and F Ratios

Item No.	Item	Middle School n	Middle School $\bar{x}$	Junior High n	Junior High $\bar{x}$	Senior High n	Senior High $\bar{x}$	Jr/Sr. High n	Jr/Sr. High $\bar{x}$	High School n	High School $\bar{x}$	Grand Mean	F Ratio	Significance Level
ASSESSING UNIQUE CLOTHING NEEDS AND WANTS														
1	Physiological	26	3.115	22	3.136	28	3.357	24	3.375	50	3.260	3.253	0.459	.768
2	Sociological	26	3.038	22	3.091	27	3.222	24	3.292	50	3.240	3.188	0.406	.806
3	Psychological	26	3.077	22	3.045	28	3.179	24	3.250	50	3.240	3.173	0.300	.878
4	Maintenance of heat balance (comfort)	26	3.231	22	3.182	28	3.036	24	3.208	51	3.176	3.166	0.185	.945
5	Protection	26	3.269	22	3.409	28	3.321	24	3.208	51	3.274	3.291	0.164	.956
6	Health and safety	26	3.192	22	3.409	28	3.214	22	3.227	51	3.274	3.262	0.214	.930
7	Communicate (identity, individuality, acceptance, social role(s), and status(s))	26	3.269	22	3.454	28	3.429	24	3.292	50	3.440	3.387	0.295	.881
8	Aesthetic preference	26	3.269	21	3.714	28	3.429	24	3.417	48	3.375	3.422	0.896	.530
9	Other	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0.000	0.000	1.000
SELECTING CLOTHING AND TEXTILES: MEANING OF CLOTHING														
10	Meaning of clothing and textiles	26	3.000	22	3.364	28	3.250	24	3.458	51	3.333	3.285	1.040	.389
11	Interaction of cultural and family values	26	2.654	22	3.091	28	3.107	24	3.333	50	3.080	3.053	1.975	.100*
12	Effect of cultural significance of clothing and influence on the individual	26	2.654	22	2.954	26	3.115	24	3.292	49	3.143	3.048	1.718	.148
13	Historical influences on selection (aesthetics and production)	25	2.840	22	2.727	28	2.929	24	3.125	51	2.823	2.880	0.553	.700
14	Influence of societal conditions on design and function	26	2.808	22	2.909	27	3.037	23	3.217	51	3.000	2.993	0.674	.614
15	Influence of technology on uniformity and variation	26	2.731	22	3.136	28	3.036	23	2.870	51	2.863	2.913	0.789	.536
16	Influence of peer group on selection	25	3.440	22	3.409	27	3.407	24	3.542	51	3.725	3.544	1.140	.340
17	Influence of cross-cultural communication	26	2.692	21	2.809	28	2.929	24	2.833	51	2.843	2.827	0.251	.908
18	Influence of family life styles on clothing preferences	26	3.308	22	3.364	28	3.464	24	3.417	51	3.372	3.384	0.160	.957
19	Relationship of clothing to self-concept and self-actualization	26	3.154	22	3.500	27	3.556	24	3.458	51	3.627	3.487	1.535	.194

Table 23 continued

Item No.	Item	Middle School n	Middle School $\bar{x}$	Junior High n	Junior High $\bar{x}$	Senior High n	Senior High $\bar{x}$	Jr/Sr. High n	Jr/Sr. High $\bar{x}$	High School n	High School $\bar{x}$	Grand Mean	F Ratio	Significance Level
20	Relationship of fashion and family clothing choice	26	3.269	22	3.273	28	3.429	24	3.417	51	3.392	3.364	0.277	.892
21	Other	0	0.000	1	3.000	1	4.000	0	0.000	0	0.000	3.500	0.000	1.000
SELECTING CLOTHING AND TEXTILES: SOCIETAL SYSTEMS, AVAILABILITY, AND CHOICE														
22	Influence of families on industrial production	26	2.308	22	2.454	28	2.571	24	2.625	49	2.551	2.510	0.630	.645
23	Effect of technological developments on design, fit, and availability	26	2.423	22	2.591	28	2.714	24	2.625	50	2.620	2.600	0.446	.777
24	Effect of mass media and advertising	26	3.077	22	3.136	28	3.250	24	3.250	50	3.260	3.207	0.264	.900
25	Effect of the fashion system	26	2.692	20	1.150	28	3.107	24	2.875	50	2.880	2.926	0.975	.576
26	Effect of legislation on availability and safety	26	2.346	22	2.682	28	2.536	24	2.542	50	2.560	2.533	0.473	.758
27	Relationship of supply and demand to family clothing selection	26	2.846	22	3.045	28	3.036	24	2.958	51	2.961	2.967	0.242	.914
28	Influences on method of clothing production	26	2.500	22	2.954	27	2.704	24	2.708	47	2.723	2.712	0.859	.507
29	Effect of social environments on family clothing selection	25	2.840	22	3.182	27	3.074	24	3.125	51	3.157	3.087	0.806	.525
30	Effect of family clothing decisions on other societal systems	26	2.538	22	2.773	27	2.667	24	2.792	51	2.706	2.693	0.328	.860
31	Effect of generational differences within families on clothing choices	26	2.846	22	2.909	28	2.964	24	3.167	51	2.863	2.934	0.578	.682
32	Effect of changes in social systems on family clothing choices	26	2.615	22	2.864	25	2.880	24	2.958	51	2.765	2.804	0.598	.668
33	Effect of family values on clothing management	26	3.000	22	3.227	28	3.250	24	3.208	51	3.255	3.199	0.552	.701
34	Other	0	0.000	0	0.000	0	0.000	1	1.000	0	0.000	1.000	0.000	1.000
ACQUISITION OF CLOTHING AND TEXTILES														
35	Alternative methods of procuring	26	2.615	22	2.818	28	2.857	24	2.833	50	2.820	2.793	0.248	.910
36	Trends in consumption patterns	26	2.269	22	2.773	28	2.714	24	2.708	50	2.600	2.607	0.214	.307
37	Effect of technological developments in fabrication	26	2.308	21	2.429	28	2.679	24	2.333	49	2.531	2.473	0.933	.552
38	Influence of international trade	26	2.192	22	2.227	28	2.393	24	2.125	50	2.260	2.247	0.362	.837

Table 23 continued

Item No.	Item	Middle School n	Middle School $\bar{x}$	Junior High n	Junior High $\bar{x}$	Senior High n	Senior High $\bar{x}$	Jr/Sr. High n	Jr/Sr. High $\bar{x}$	High School n	High School $\bar{x}$	Grand Mean	F Ratio	Significance Level
39	Labeling and flammability legislation	26	3.038	22	3.136	28	3.179	24	2.875	50	3.200	3.107	0.586	.677
40	Standards for fabrics and quality of construction	25	2.800	22	3.182	26	3.000	24	3.167	49	3.163	3.075	0.748	.563
41	Sources of reliable information	26	2.731	22	3.273	28	3.179	24	3.000	50	3.160	3.080	1.403	.235
42	Decision making and use of information	26	3.077	22	3.318	28	3.321	24	3.167	48	3.229	3.223	0.350	.845
43	Purchasing (stores, shopping, price, cost, sales, credit)	26	3.577	22	3.727	28	3.821	24	3.292	50	3.500	3.573	1.426	.227
44	Other	1	2.000	0	0.000	0	0.000	1	4.000	0	0.000	3.000	0.000	1.000
ACQUISITION, USE, AND CARE OF CLOTHING AND TEXTILES														
45	Relating color, style, fabric, personality, and use	26	3.692	22	3.909	28	3.857	24	3.500	51	3.804	3.762	1.019	.400
46	Effect of textile fiber, structure, and finishes	26	3.500	22	3.864	27	3.704	23	3.478	50	3.860	3.709	1.352	.253
47	Laundering procedures	25	3.480	22	3.773	28	3.643	24	3.333	51	3.706	3.607	1.040	.390
48	Laundering products	26	3.423	22	3.636	28	3.536	24	3.292	51	3.627	3.523	0.654	.628
49	Spot and stain removal	26	3.192	22	3.636	28	3.571	24	3.333	51	3.667	3.510	1.378	.243
50	Ironing and pressing	26	3.538	22	3.909	27	3.852	24	3.458	51	3.804	3.727	1.244	.294
51	Environmental concerns (energy and pollution)	26	2.500	22	3.091	28	2.893	23	2.739	51	3.000	2.867	1.534	.194
52	Characteristics that influence storage	25	3.080	22	3.454	27	3.222	24	3.125	51	3.294	3.242	0.622	.651
53	Effect of storage on appearance and performance	26	3.000	22	3.545	28	3.429	24	3.125	48	3.417	3.318	1.353	.252
54	Recycling--restyling	26	2.654	22	3.227	28	3.214	24	2.750	51	3.137	3.020	1.800	.131
55	Recycling--renovating	26	2.654	22	3.227	28	3.250	24	2.708	51	3.098	3.007	1.847	.122
56	Recycling--mending and repair	26	3.077	21	3.571	28	3.393	24	3.208	51	3.490	3.367	1.076	.371
ACQUISITION, USE, AND CARE OF TOOLS AND EQUIPMENT														
57	Selection	26	3.500	22	4.000	28	3.929	24	3.708	50	4.000	3.853	1.716	.148
58	Operation	26	3.769	22	4.136	28	3.929	24	3.667	51	4.000	3.914	1.173	.325
59	Care and cleaning	26	3.461	22	4.182	28	3.786	24	3.542	51	3.922	3.795	2.434	.049**
60	Safety	25	3.680	22	4.091	28	3.821	24	3.667	51	4.000	3.873	1.210	.309

Table 23 continued

Item No.	Item	Middle School n	Middle School $\bar{x}$	Junior High n	Junior High $\bar{x}$	Senior High n	Senior High $\bar{x}$	Jr/Sr. High n	Jr/Sr. High $\bar{x}$	High School n	High School $\bar{x}$	Grand Mean	F Ratio	Significance Level
SELECTION, USE, AND CARE OF TEXTILES IN THE HOME														
61	Upholstered furniture	26	2.461	22	2.864	28	3.000	24	2.667	51	3.078	2.861	1.873	.117
62	Rugs and carpets	26	2.500	22	2.773	28	3.071	24	2.667	51	3.157	2.894	2.336	.057*
63	Curtains and draperies	26	2.538	22	2.773	28	3.286	24	2.833	51	3.137	2.960	2.495	.045**
64	Household linens	26	2.846	22	3.045	28	3.214	24	2.917	51	3.255	3.093	0.939	.555
65	Other	1	1.000	0	0.000	0	0.000	3	1.667	1	3.000	1.800	0.000	1.000
CREATIVE EXPRESSION THROUGH FIBER AND TEXTILE ARTS														
66	Hand weaving	26	2.115	21	2.381	28	2.214	24	2.250	50	2.420	2.295	0.367	.834
67	Textile printing	26	2.000	21	2.143	28	2.143	24	2.375	50	2.340	2.221	0.593	.672
68	Needlework and other surface design techniques	26	3.115	22	3.136	28	3.107	24	2.833	50	3.440	3.180	1.064	.377
69	Meaning of textile arts to individual and families	26	2.654	22	2.545	28	2.857	24	2.833	51	2.823	2.762	0.453	.773
70	Contribution of textile arts to development of individual and family members	26	2.615	22	2.364	28	2.964	24	2.875	51	2.941	2.795	1.615	.172
71	Other	0	0.000	1	5.000	0	0.000	0	0.000	0	0.000	5.000	0.000	1.000
DESIGN, ALTERATION, AND CONSTRUCTION: PROVIDING FOR SPECIAL NEEDS														
72	Adapting ready-to-wear for weight changes or unusual body configurations	26	2.731	22	3.045	28	2.929	24	3.125	51	2.863	2.920	0.611	.658
73	Adjusting patterns for unusual body configurations (disabled, elderly, extreme stature, and weight problems)	26	2.615	22	3.006	28	2.893	24	3.042	51	2.863	2.874	0.612	.658
74	Adapting ready-to-wear garments for unusual occupational or recreational needs	26	2.577	22	2.864	28	2.643	24	2.667	51	2.608	2.656	0.307	.873
75	Adjusting patterns for unusual occupational or recreational needs	26	2.461	20	2.850	28	2.607	24	2.833	50	2.700	2.551	0.586	.676
76	Designing patterns for unusual body configurations, occupation, and recreational needs	26	2.192	22	2.409	28	2.357	24	2.750	51	2.451	2.430	0.932	.551
UPGRADING QUALITY OF READY-TO-WEAR														
77	Upgrading quality of ready-to-wear	19	2.895	20	3.050	17	2.941	15	3.333	37	2.811	2.963	0.918	.542

Table 23 continued

Item No.	Item	Middle School n	Middle School x̄	Junior High n	Junior High x̄	Senior High n	Senior High x̄	Jr/Sr. High n	Jr/Sr. High x̄	High School n	High School x̄	Grand Mean	F Ratio	Significance Level
OCCUPATIONAL AND WAGE EARNING TRAINING														
78	Alteration of commercial patterns	26	2.808	22	3.091	28	3.464	24	3.333	50	2.880	3.080	0.941	.106
79	Basic techniques of garment construction (cut, sew, press)	25	3.920	22	4.545	28	4.107	24	4.042	50	3.840	4.040	1.950	.104
80	Advanced techniques of garment construction (intricate designs, custom finishes, use of interfacings, underlinings, linings)	25	3.360	22	4.045	28	3.857	24	3.833	50	3.660	3.731	1.385	.241
81	Fabric and pattern compatability	26	3.769	22	4.136	28	3.964	24	3.833	49	3.714	3.852	0.876	.518
82	Tailoring	26	3.000	22	3.727	27	3.741	23	3.428	50	3.440	3.466	1.878	.116
83	Wardrobe management (relating fabric, style, personality, use, and care)	26	3.500	21	3.952	28	3.893	24	3.708	50	3.620	3.711	1.108	.355
84	Patternmaking--drafting	26	1.808	22	2.273	28	2.536	24	2.333	49	2.347	2.275	1.412	.232
85	Patternmaking--flat pattern	26	2.000	22	2.227	28	2.643	24	2.333	49	2.429	2.349	1.049	.384
86	Patternmaking--draping	25	1.680	21	2.143	28	2.536	24	2.208	49	2.265	2.190	1.959	.103
87	Alteration of ready-to-wear	26	2.808	22	3.227	28	3.357	24	2.958	50	2.820	3.000	1.718	.148
88	Remodeling and updating garments	26	2.769	22	3.091	28	3.179	24	2.917	50	2.900	2.960	0.627	.647
89	Care and maintenance of sewing equipment	26	3.308	22	3.818	28	3.750	24	3.583	50	3.480	3.567	0.916	.542
INDUSTRIAL CONSTRUCTION PROCESSES														
90	Machine sewing operations	25	2.480	22	2.273	28	1.964	24	1.917	48	2.021	2.109	1.041	.389
91	Garment assembly processes	25	2.320	22	2.045	28	2.000	24	1.833	48	2.000	2.034	0.613	.657
92	Pattern grading	24	1.875	22	2.045	28	1.929	24	1.792	48	1.917	1.911	0.175	.950
93	Marker making	25	1.760	21	1.952	27	1.889	24	1.750	48	1.854	1.841	0.163	.956
94	Relationship of styling, fabric, labor, and cost	25	1.880	22	2.227	28	1.964	24	1.958	48	1.958	1.986	0.352	.844
95	Other	0	0.000	0	0.000	0	0.000	2	1.000	1	1.000	1.000	0.000	1.000
CAREERS OR VOCATIONAL OPPORTUNITIES IN CLOTHING AND TEXTILES														
96	Knowledge of work opportunities	18	2.722	16	2.750	22	2.591	18	2.611	31	2.548	2.629	0.239	.915
97	Sales	26	1.961	22	2.273	28	2.393	24	1.958	50	2.240	2.180	1.205	.311
98	Custom dressmaker, alterationist, tailor	26	1.769	22	2.182	28	2.107	24	2.042	50	2.180	2.073	2.115	.352

Table 23 continued

Item No.	Item	Middle School n	Middle School $\bar{x}$	Junior High n	Junior High $\bar{x}$	Senior High n	Senior High $\bar{x}$	Jr/Sr. High n	Jr/Sr. High $\bar{x}$	High School n	High School $\bar{x}$	Grand Mean	F Ratio	Significance Level
99	Drycleaner or laundrey worker	26	1.654	22	2.136	28	1.893	24	1.958	50	2.000	1.933	1.166	.328
100	Boutique dressmaker, tailor, alterationist	26	1.885	22	2.318	28	2.107	24	2.000	50	2.180	2.107	0.965	.570
101	Wardrobe consultant	26	1.885	22	2.636	28	2.143	24	1.958	50	2.120	2.133	2.625	.036**
102	Avocational interests	21	2.190	17	2.823	25	2.480	22	2.318	42	2.429	2.433	1.168	.328
103	Other	0	0.000	0	0.000	0	0.000	1	1.000	2	1.500	1.333	0.250	.500
OTHER KNOWLEDGE AND SKILLS (TEACHING)														
104	Methods of teaching clothing and textiles	25	3.240	22	3.818	28	3.393	24	3.417	51	3.510	3.473	1.332	.260
105	Development of instructional materials for teaching clothing and textiles	25	3.280	22	3.727	28	3.393	24	3.250	51	3.255	3.353	1.187	.318
106	Using intellectual skills in teaching clothing and textiles	25	3.160	22	3.727	27	3.407	24	3.125	50	3.240	3.311	1.525	.197
107	Other	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0.000	0.000	.000

*** $p < .01$ ** $p < .05$ * $p < .10$

Table 24

Size of School: Group Means, and F Ratios

Item No.	Item	600 or less n	600 or less $\bar{x}$	601 or more n	601 or more $\bar{x}$	Grand Mean	F Ratio	Significance Level
ASSESSING UNIQUE CLOTHING NEEDS AND WANTS								
1	Physiological	73	3.123	77	3.338	3.233	2.380	.121
2	Sociological	73	3.027	76	3.303	3.168	4.232	.039**
3	Psychological	73	3.027	77	3.273	3.153	3.113	.076*
4	Maintenance of heat balance (comfort)	73	2.959	78	3.308	3.139	5.918	.015**
5	Protection	73	3.123	78	3.397	3.264	3.890	.047**
6	Health and safety	72	3.070	76	3.390	3.234	5.145	.023**
7	Communicate (identity, individuality, acceptance, social role(s), and status(s))	73	3.233	77	3.493	3.367	3.757	.051*
8	Aesthetic preference	71	3.268	76	3.500	3.388	3.094	.077*
9	Other	0	0.000	0	0.000	0.000	0.000	.000
SELECTING CLOTHING AND TEXTILES: MEANING OF CLOTHING								
10	Meaning of clothing and textiles	73	3.260	78	3.295	3.278	0.062	.799
11	Interaction of cultural and family values	73	3.055	77	3.026	3.040	0.040	.835
12	Effect of cultural significance of clothing and influence on the individual	72	3.000	75	3.053	3.027	0.120	.729
13	Historical influences on selection (aesthetics and production)	73	2.822	77	2.896	2.860	0.221	.644
14	Influence of societal conditions on design and function	73	3.000	76	2.947	2.973	0.133	.717
15	Influence of technology on uniformity and variation	73	2.822	77	2.948	2.887	0.799	.624
16	Influence of peer group on selection	73	3.520	76	3.500	3.510	0.025	.868
17	Influence of cross-cultural communication	73	.2712	77	2.883	2.800	1.572	.209
18	Influence of family life styles on clothing preferences	73	3.411	78	3.295	3.351	.925	.660
19	Relationship of clothing to self-concept and self-actualization	73	3.493	77	3.416	3.453	0.344	.565
20	Relationship of fashion and family clothing choice	73	3.315	78	3.360	3.338	0.136	.714
21	Other	1	4.000	1	3.000	3.500	0.000	1.000

Table 24 continued

Item No.	Item	600 or less n	600 or less $\bar{x}$	601 or more n	601 or more $\bar{x}$	Grand Mean	F Ratio	Significance Level
SELECTING CLOTHING AND TEXTILES: SOCIETAL SYSTEMS, AVAILABILITY, AND CHOICE								
22	Influence of families on industrial production	72	2.417	77	2.584	2.503	1.634	.200
23	Effect of technological developments on design, fit, and availability	72	2.528	78	2.641	2.587	0.711	.595
24	Effect of mass media and advertising	72	3.111	78	3.231	3.173	0.771	.615
25	Effect of the fashion system	72	2.889	76	2.934	2.912	0.084	.769
26	Effect of legislation on availability and safety	72	2.444	78	2.590	2.520	1.118	.292
27	Relationship of supply and demand to family clothing selection	73	2.890	78	3.026	2.960	1.058	.306
28	Influences on method of clothing production	70	2.643	76	2.763	2.705	0.746	.606
29	Effect of social environments on family clothing selection	73	3.096	76	3.053	3.074	0.119	.731
30	Effect of family clothing decisions on other societal systems	73	2.657	77	2.714	2.687	0.156	.695
31	Effect of generational differences within families on clothing choices	73	2.863	78	2.949	2.907	0.374	.549
32	Effect of changes in social systems on family clothing choices	73	2.712	75	2.840	2.777	0.854	.640
33	Effect of family values on clothing management	73	3.192	78	3.154	3.172	0.097	.754
34	Other	1	1.000	0	0.000	1.000	0.000	.000
ACQUISITION OF CLOTHING AND TEXTILES								
35	Alternative methods of procuring	72	.2833	78	2.718	2.773	0.493	.509
36	Trends in consumption patterns	72	2.542	78	2.641	2.593	0.435	.518
37	Effect of technological developments in fabrication	71	2.408	77	2.519	2.466	0.662	.577
38	Influence of international trade	72	2.139	78	2.333	2.240	2.015	.154
39	Labeling and flammability legislation	72	3.097	77	3.091	3.094	0.002	.965
40	Standards for fabrics and quality of construction	70	3.143	76	2.987	3.062	0.928	.661
41	Sources or reliable information	72	3.125	78	3.013	3.067	0.550	.534
42	Decision making and use of information	70	3.229	78	3.179	3.203	0.112	.738

Table 24 continued

Item No.	Item	600 or less n	600 or less $\bar{x}$	601 or more n	601 or more $\bar{x}$	Grand Mean	F Ratio	Significance Level
43	Purchasing (stores, shopping, price, cost, sales, credit)	72	3.500	78	3.577	3.540	0.285	.601
44	Other	1	4.000	1	2.000	3.000	0.000	1.000
ACQUISITION, USE, AND CARE OF CLOTHING AND TEXTILES								
45	Relating color, style, fabric, personality, and use	73	3.630	78	3.859	3.748	3.252	.070*
46	Effect of textile fiber, structure, and finishes	71	3.667	77	3.750	3.703	0.304	.589
47	Laundering procedures	73	3.548	77	3.610	3.580	0.174	.681
48	Laundering products	73	3.452	78	3.538	3.497	0.301	.591
49	Spot and stain removal	73	3.466	78	3.500	3.483	0.046	.825
50	Ironing and pressing	73	3.657	77	3.753	3.707	0.407	.532
51	Environmental concerns (energy and pollution)	72	2.750	78	2.923	2.840	1.129	.290
52	Characteristics that influence storage	72	3.070	77	3.338	3.208	3.177	.073*
53	Effect of storage on appearance and performance	71	3.127	77	3.429	3.284	3.303	.068
54	Recycling--restyling	73	2.849	78	3.115	2.987	2.406	.119
55	Recycling--renovatin	73	2.836	78	3.103	2.973	2.312	.126
56	Recylcing--mending and repair	73	3.233	77	3.442	3.340	1.610	.204
ACQUISITION, USE, AND CARE OF TOOLS AND EQUIPMENT								
57	Selection	72	3.736	78	3.923	3.833	1.621	.202
58	Operation	73	3.822	78	3.961	3.694	0.982	.676
59	Care and cleaning	73	3.616	78	3.910	3.768	3.576	.057*
60	Safety	73	3.794	77	3.900	3.847	0.465	.503
SELECTION, USE, AND CARE OF TEXTILES IN THE HOME								
61	Upholstered furniture	73	2.685	78	2.949	2.821	2.450	.156
62	Rugs and carpets	73	2.712	78	2.987	2.854	2.621	.103
63	Curtains and draperies	73	2.781	78	3.051	2.920	2.597	.105
64	Household linens	73	2.890	78	3.205	3.053	3.439	.062*
65	Other	4	2.000	1	1.000	1.800	0.600	.502

Table 24 continued

Item No.	Item	600 or less n	600 or less $\bar{x}$	601 or more n	601 or more $\bar{x}$	Grand Mean	F Ratio	Significance Level
CREATIVE EXPRESSION THROUGH FIBER AND TEXTILE ARTS								
66	Hand weaving	71	1.986	78	2.577	2.295	10.150	.003***
67	Textile printing	71	2.155	78	2.256	2.208	0.323	.578
68	Needlework and other surface design techniques	72	3.153	78	3.167	3.160	0.005	.944
69	Meaning of textile arts to individual and families	73	2.685	78	2.820	2.755	0.657	.575
70	Contribution of textile arts to development of individual and family members	73	2.740	78	2.833	2.788	0.295	.595
71	Other	1	5.000	0	0.000	5.000	0.000	1.000
DESIGN, ALTERATION, AND CONSTRUCTION: PROVIDING FOR SPECIAL NEEDS								
72	Adapting ready-to-wear for weight changes or unusual body configurations	73	2.863	78	2.923	2.894	0.141	.710
73	Adjusting patterns for unusual body configurations (disables, elderly, extreme stature, and weight problems)	73	2.753	78	2.961	2.861	1.480	.223
74	Adapting ready-to-wear garments for unusual occupational or recreational needs	73	2.548	78	2.679	2.616	0.670	.580
75	Adjusting patterns for unusual occupational or recreational needs	72	2.611	76	2.684	2.649	0.183	.673
76	Designing patterns for unusual body configurations, occupational, and recreational needs	73	2.342	78	2.449	2.397	0.392	.539
UPGRADING QUALITY OF READY-TO-WEAR								
77	Upgrading quality of ready-to-wear	50	2.800	57	3.017	2.916	1.487	.223
OCCUPATIONAL AND WAGE EARNING TRAINING								
78	Alteration of commercial patterns	73	2.986	77	3.104	3.047	0.403	.534
79	Basic techniques of garment construction (cut, sew, press)	73	4.110	76	3.934	4.020	1.095	.257
80	Advanced techniques of garment construction (intricate designs, custom finishes, use of interfacings, underlinings, linings)	73	3.753	76	3.658	3.705	0.283	.602

Table 24 continued

Item No.	Item	600 or less		601 or more		Grand Mean	F Ratio	Significance Level
		n	$\bar{x}$	n	$\bar{x}$			
81	Fabric and pattern compatability	73	3.767	76	3.882	3.825	0.523	.522
82	Tailoring	72	3.333	76	3.539	3.439	1.241	.266
83	Wardrobe management (relating fabric, style, personality, use, and care)	73	3.616	76	3.763	3.691	0.943	.665
84	Patternmaking--drafting	73	2.096	76	2.408	2.255	2.553	.108
85	Patternmaking--flat pattern	73	2.178	76	2.447	2.315	1.808	.177
86	Patternmaking--draping	72	1.972	75	2.347	2.163	3.912	.047**
87	Alteration of ready-to-wear	73	2.753	77	3.156	2.960	5.769	.017**
88	Remodeling and updating garments	73	2.712	77	3.143	2.933	6.254	.013**
89	Care and maintenance of sewing equipment	73	3.356	77	3.714	3.540	4.125	.041**
INDUSTRIAL CONSTRUCTION PROCESSES								
90	Machine sewing operations	73	2.000	74	2.135	2.068	0.475	.501
91	Garment assembly processes	73	1.931	74	2.054	1.993	0.443	.514
92	Pattern grading	72	1.806	74	1.946	1.877	0.668	.580
93	Marker making	72	1.722	73	1.890	1.807	1.007	.318
94	Relationship of styling, fabric, labor, and cost	73	1.863	74	2.027	1.946	0.882	.648
95	Other	2	1.000	1	1.000	1.000	0.000	.000
CAREERS OR VOCATIONAL OPPORTUNITIES IN CLOTHING AND TEXTILES								
96	Knowledge of work opportunities	50	2.500	56	2.714	2.613	1.857	.172
97	Sales	73	2.041	77	2.299	2.173	2.853	.089*
98	Custom dressmaker, tailor, alterationist	73	1.986	77	2.300	2.060	1.024	.314
99	Drycleaner,or laundry worker	73	1.822	77	2.013	1.920	1.953	.161
100	Boutique dressmaker, tailor, alterationist	73	2.041	77	2.143	2.093	0.521	.521
101	Wardrobe consultant	73	2.027	77	2.195	2.113	1.317	.252
102	Avocational interests	63	2.254	63	2.524	2.389	2.642	.103
103	Other	1	1.000	2	1.500	1.333	0.333	.662